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ABSTRACT

This document contains home economics occupations-related materials to help teachers and parents teach access skills to Missouri junior high and high school special needs students who want to pursue a vocational program in child care, custom sewing, or food service. Access skills are defined as those skills needed to access vocational education programs and be successful in the world of work. An introduction explains this document's relationship to other documents about Missouri vocational education and describes the document's contents. The next three sections contain competency lists, skills checklists on which teachers can record student competency, and instructional activities relevant to the chosen vocation. The activities cover each of the five major areas (math, physical demands and working environment, aptitudes, temperament, and vocational) of Missouri's Vocational Readiness Inventory. Glossaries, tool lists, teacher and student worksheets, and lists of resources are included. The document concludes with four instructional modules on preparing a simple recipe, identifying safety hazards and executing preventive measures and safety rules, distinguishing between freezer and refrigerator functions and appropriate food storage, and identifying and matching sizes. The modules include task analysis sheets and directions for instruction. (CML)

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Access Skills
Vocational Readiness Skills
for
Occupational Home Economics

Accessing Vocational Education

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ACCESS SKILLS

Vocational Readiness Skills for

Occupational Home Economics

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INTRODUCTION

Since 1981, Missouri educators have been utilizing the Entry Level Skills Criteria (ELSC) Manual to help prepare special needs students for entry into and successful completion of vocational training programs. With the passage of the Carl D. Perkins Vocational Education Act (P.L. 98-524), the Missouri mandate for instructional management systems and competency-based education, there was a need to revise the ELSC Manual. These revisions make the materials more compatible with the recent educational changes and better meet the needs of practitioners in the field. ACCESS SKILLS is the new name for the ELSC.

ACCESS SKILLS: Vocational Readiness Skills are defined as those skills which appear to be correlated to success in vocational education programs. If a student acquires as many of these skills as possible, the chances of success are higher for the chosen vocational program. The ACCESS SKILLS: Vocational Readiness Skills are negotiable skills; that is, students who are deficient in one or more areas may still enter vocational programs. Through assessment, these weak areas will be determined and vocational instructors and support personnel can then continue to work on the skills during vocational training. There has been a great deal of confusion with the original term "entry level skills". This terminology in vocational education usually refers to the skills needed to enter the world of work. ACCESS SKILLS better explains the objective: to identify, assess and teach skills needed to access vocational education programs and be successful in the world of work.

The ACCESS SKILLS are available in several manuals:

ACCESS SKILLS: Vocational Readiness Skills Inventory for Special Needs Students (Revised Entry Level Skills Inventory)

ACCESS SKILLS have been identified for vocational programs listed on the Vocational Administrative Management System (VAMS). Skill areas include math, physical demands/working environment, aptitudes, temperament and vocational. Sample occupational areas, Classification of Industrial Programs (CIP) codes, and Dictionary of Occupational Titles (DOT) codes have been included as well as employability and study skills. The ACCESS SKILLS lists will also be included on VAMS.

ACCESS SKILLS: Employability and Study Skills Assessment and Curriculum Guide

This guide includes informal assessment instruments to evaluate thirty-five employability and study skills with instructional activities included to teach each skill. This guide was designed for junior high students, but is applicable to any secondary student with needs in these areas.

ACCESS SKILLS: Generic Informal Assessment Instruments and Checklist

This manual contains informal assessment instruments for each of the ACCESS SKILLS: Vocational Readiness Inventory and a checklist for documenting the assessment.

ACCESS SKILLS: Vocational Readiness Series

ACCESS SKILLS: Vocational Readiness Skills for Agriculture

ACCESS SKILLS: Vocational Readiness Skills for Business & Office

ACCESS SKILLS: Vocational Readiness Skills for Marketing & Cooperative Education

ACCESS SKILLS: Vocational Readiness Skills for Health Occupations

ACCESS SKILLS: Vocational Readiness Skills for Occupational Home Economics

ACCESS SKILLS: Vocational Readiness Skills for Trade & Technical

The ACCESS SKILLS: Vocational Readiness Skills manuals were developed by occupational cluster areas and include the lists from the Vocational Readiness Skills Inventory for Special Needs Students as well as activity suggestions and instructional modules for teaching the different skills necessary for each program area.

VIMS COMPETENCY LIST

This list is found at the beginning of each program area. Each list contains the exit level skills from the program area taken from the standardized Vocational Instructional Management System (VIMS). Vocational instructors will train students in the majority of these skills and may add skills for an individual student or for all students. It is important to note that not all students must master all of the competencies. The Individual Educational Planning (IEP) team can decide which competencies a student is able to master at what level of acceptance in a given time period. The specified competencies should be designed to lead to a job; that is, a student should be able to learn skills necessary for a job in the community. These competency lists are included so that:

(1) the teacher, student, and parent may see in advance the types of skills which will be presented to students. In this way, the IEP team may have a better idea if the vocational area is reasonable and appropriate for the student;

(2) the relationship between the ACCESS SKILLS: Vocational Readiness Inventory and the exit level competencies can be better understood. For example, in the Occupational Home Economics area:

ACCESS SKILLS Vocational Readiness Inventory	VIMS Exit Competency
MATH	
Subtract two-place numbers	Return change
PHYSICAL DEMANDS/WORKING ENVIRONMENT	
Extend the hands and arms in any direction (reaching)	Use and clean surface working equipment
APTITUDES	
Move the hands easily and skillfully (M-manual dexterity)	Operate and clean can opener
TEMPERAMENT	
Situations requiring the precise attainment of set limits, tolerances or standards	Sanitize physical plant
VOCATIONAL	
Demonstrate knowledge of basic safety concepts	Respond to emergencies

The ACCESS SKILLS: Vocational Readiness Inventory lists are very basic skills which are needed across vocational areas; therefore, many of them are the same, even across different vocational areas. However, if a student possesses these basic skills, then the outcome skills (VIMS exit competencies) will be easier for the student to attain.

ACCESS SKILLS CHECKLISTS

Each vocational program manual will contain a summary checklist of the skills needed for the area the student wishes to pursue. After assessing the skills with the ACCESS SKILLS: Generic Informal Assessment Instruments, or other formal or informal assessments, the teacher can transfer the information obtained onto the summary checklist. On the checklist, each ACCESS SKILL is broken down into its component parts and the teacher will designate the student's performance or ability by circling the appropriate mastery code number.

3 = mastery
2 = requires supervision
1 = not mastered
N = no exposure

There is room on the checklist to fill in a mastery date as well as a re-entry code and date even later in the year. After completion of the assessment, the areas of weakness can and should become goals in the IEP. This checklist should be sent to the Area Vocational School as part of the student's application. The codes (3, 2, 1, N) can be entered into the VIMS system if the vocational school desires to follow the student's mastery of skills.

A student does NOT have to show mastery of every skill on the ACCESS SKILLS list in order to enter a vocational program. These skills are negotiable and can continue to be practiced during vocational training. The deficient areas should help the planning team in developing realistic vocational goals and objectives and appropriate vocational training for the student. They also should help vocational personnel identify what skills still need to be practiced and/or what curriculum modifications need to be made to insure the success of the student.

Students with physical limitations may never achieve some of the ACCESS SKILLS, especially in regards to dexterity and other physical demands. This does not preclude them from entering and succeeding in an appropriate vocational area. In these cases, the teacher should make a comment regarding the compensatory techniques the student uses (i.e., strikes typewriter with pencil instead of fingers) and list any modifications that might be needed (i.e., typewriter template, longer time to complete assignments, etc.).

INSTRUCTIONAL ACTIVITIES

This section in each manual is designed to give teachers suggestions for activities that may be used to teach and develop a student's weaker skills found during the assessment. It is assumed that students entering vocational programs have fundamental math skills such as counting, adding, subtracting, multiplying, and dividing one place numerals. The activities usually begin with more advanced skills (working with two place numbers), and all are related to the specific program area the student has chosen.

Each of the five major areas of the ACCESS SKILLS: Vocational Readiness Inventory are covered (math, physical demands/working environment, aptitudes, temperament, and vocational). The activities often overlap, but repetition of previously learned material is often helpful for special needs students. For example, the majority of activities require dexterity skills (writing food orders, typing, handling boxes of different weights). Some activities require basic math skills in adding column totals, etc. However, since the activities are related to job tasks in the vocational area many students will not notice the overlap of skills. Teachers are encouraged to be innovative in developing other activities to enhance the student's ability in any specific area.

The activities include suggestions for parents, and most are written so as to be easily utilized as IEP goals or objectives. The criterion level for mastery is not included, as each student's expected level may differ.

Within each vocational program area a vocabulary list is provided, as well as a tool list, when appropriate. In addition, when worksheets for activities are provided, they are found at the end of the section (math, physical demands, etc.).

INSTRUCTIONAL MODULES

These modules are related to the vocational program area, and have been revised from the instructional modules found in the Entry Level Skills Criterion Manual. Some of the modules can also be found in the ACCESS SKILLS: Employability and Study Skills Assessment and Curriculum Guide, but have been adapted to the specific vocational program area.

RESOURCE MATERIALS

At the end of each program area, a list of resource materials is provided to help supplement the activity suggestions. Names and addresses of publishers are included. An Area Vocational School may already have some of these materials, as might other teachers in the building, so it would be advisable to check with other teachers prior to purchasing.

CHILD CARE WORKER

Sample Occupational Areas:

Attendant, Children's
  Institution
Child Day Care Center Worker
Child Care Attendant, School
Nursery School Attendant
Playroom Attendant
Teacher Aid I

Introduction

For students interested in child care occupations an interest and ability to relate to children are very important. Physical skills are often essential, as children tend to be active and sometimes require quick reflexes on the part of the worker. Students should realize that there are often food preparation and clean up tasks associated with child care positions.

VIMS COMPETENCIES FOR CHILD CARE WORKER

A. Identifying Child's Needs

1. Confer with parent, child, and other professionals
2. Observe child's behavior in different environments
3. Observe child's activities in different environments
4. Review child's personal records
5. Observe child's appearance in different environments
6. Administer developmental tests

Other (specify):

_____
_____
_____

B. Communicating Effectively

1. Use oral communication
2. Listen actively
3. Select a method of communication
4. Recognize and use nonverbal communication
5. Report suspected child abuse and neglect
6. Report individual progress
7. Complete basic administrative forms
8. Use written communication
9. Write articles for newsletter

Other (specify):

_____
_____
_____

C. Dealing With Crisis Situations

1. Assess the extent of the emergency and act accordingly
2. Contact family or legal guardian
3. Follow emergency procedures
4. Inform supervisor
5. Use emergency first aid/CPR procedures

Other (specify):

_____
_____
_____

D. Creating a Nurturing Environment

1. Relate to children as individuals and in groups
2. Provide and maintain safety
3. Arrange physical space to meet children's needs
4. Provide and maintain sanitary conditions
5. Adjust menus to meet special needs
6. Plan and prepare balanced meals and snacks

Other (specify):

_____
_____
_____

E. Planning Activities

1. Select appropriate materials and resources
2. Select appropriate activities
3. Select activities that meet individual and group needs
4. Demonstrate the ability to plan activities in all curriculum areas
5. Utilize children as a resource for parenting
6. Determine cost
7. Write objectives for activities

Other (specify):

_____
_____
_____

F. Scheduling Activities

1. Establish a daily schedule
2. Balance daily activities
3. Select appropriate time and length
4. Complete effective transitions between activities
5. Plan for more than one activity at a time

Other (specify):

_____
_____
_____

G. Implementing Learning Activities

1. Motivate the child
2. Guide the child in self-discovery
3. Use a variety of teaching techniques
4. Adapt learning activities
5. Evaluate learning activities
6. Evaluate paraprofessionals and volunteers

Other (specify):

_____
_____
_____

H. Providing Discipline

1. Set and communicate limits for acceptable behavior
2. Direct and guide acceptable behavior
3. Redirect inappropriate behavior
4. Communicate effectively
5. Model expected behaviors
6. Demonstrate consistency
7. Use appropriate consequences for inappropriate behavior
8. Use positive and negative reinforcement

Other (specify):

_____
_____
_____

I. Displaying Professional Attitudes

1. Provide a positive role model for children
2. Demonstrate energy, enthusiasm, and stamina
3. Display good work habits
4. Show initiative
5. Show concern for family
6. Relate to staff
7. Abide by philosophy of program
8. Use problem-solving skills
9. Accept constructive criticism
10. Show interest in professional growth
11. Separate personal and professional life

Other (specify):

_____
_____
_____

J. Relating to Family

1. Cooperate with parents
2. Establish rapport with family
3. Confer with family
4. Involve parents in the program
5. Provide parent education
6. Conduct a home visit

Other (specify):

_____
_____
_____

CHILD CARE WORKER
ACCESS SKILLS CHECKLIST

Student Name/ID _____ Sending School _____

Instructor _____ Date(s) Evaluated _____

Circle proper mastery code: 3 = MASTERY 2 = REQUIRES SUPERVISION
1 = NOT MASTERED N or blank = NO EXPOSURE

TASK DESCRIPTION	TASK ID #	MASTERY CODE	MASTERY DATE	RETRY CODE/DATE
1. Count two-place numbers	200200A001	3 2 1 N	_____	_____
2. Add two-place numbers	200200A002	3 2 1 N	_____	_____
3. Subtract two-place numbers	200200A003	3 2 1 N	_____	_____
4. Perform standard units of measurement, i.e., cup, pint, quart, inch, foot, yard, ounce, pound	200200A004	3 2 1 N	_____	_____
5. Use basic measuring instruments, i.e., rulers, scales	200200A005	3 2 1 N	_____	_____
6. Multiply two-place numbers	200200A006	3 2 1 N	_____	_____
7. Divide two-place numbers	200200A007	3 2 1 N	_____	_____
8. Add common fractions	070100A008	3 2 1 N	_____	_____
9. Subtract common fractions	200200A009	3 2 1 N	_____	_____
10. Multiply common fractions	200200A010	3 2 1 N	_____	_____
11. Divide common fractions	200200A011	3 2 1 N	_____	_____
12. Add two-place decimals	200200A012	3 2 1 N	_____	_____
13. Subtract two-place decimals	200200A013	3 2 1 N	_____	_____
14. Multiply two-place decimals	200100A014	3 2 1 N	_____	_____
15. Divide two-place decimals	200200A015	3 2 1 N	_____	_____
16. Lift 50 lbs. maximum with frequent lifting and/or carrying of objects weighing up to 25 lbs. (Medium work)	200200B001	3 2 1 N	_____	_____
17. Bend body downward and forward by bending the spine at the waist (stooping)	200200B002	3 2 1 N	_____	_____
18. Bend legs at the knees to come to rest on the knee or knees (kneeling)	200200B003	3 2 1 N	_____	_____
19. Bend body downward and forward by bending the legs and spine (crouching)	200200B004	3 2 1 N	_____	_____
20. Move about on the hands and knees or hands and feet (crawling)	200200B005	3 2 1 N	_____	_____
21. Extend the hands and arms in any direction (reaching)	070100B006	3 2 1 N	_____	_____
22. Seize, hold, grasp, turn, or otherwise work with the hand or hands (handling)	070100B007	3 2 1 N	_____	_____
23. Pick, pinch, or otherwise work with the fingers (fingering)	070100B008	3 2 1 N	_____	_____

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CHILD CARE WORKER
ACCESS SKILLS CHECKLIST

Student Name/ID _____ Sending School _____

Instructor _____ Date(s) Evaluated _____

Circle proper mastery code: 3 = MASTERY 2 = REQUIRES SUPERVISION
1 = NOT MASTERED N or blank = NO EXPOSURE

TASK DESCRIPTION	TASK ID #	MASTERY CODE	MASTERY DATE	RETRY CODE/DATE
24. Perceive size, shape, temperature, or texture of objects and materials by using fingertips (feeling)	200200B009	3 2 1 N	_____	_____
25. Ability to work inside	200200B010	3 2 1 N	_____	_____
26. Ability to work in extreme noise, constant or intermittent, causing marked distraction or possibly injury to hearing	200200B011	3 2 1 N	_____	_____
27. Ability to work in extreme vibration, i.e., strain on body or extremities from repeated motion or shock	200200B012	3 2 1 N	_____	_____
28. Think visually of geometric forms (S-spatial)	200200C001	3 2 1 N	_____	_____
29. Comprehend the two dimensional representation of three-dimensional objects (S-spatial)	200200C002	3 2 1 N	_____	_____
30. Recognize the relationship resulting from the movement of objects in space (S-spatial)	200200C003	3 2 1 N	_____	_____
31. Move the fingers and manipulate small objects with the fingers, rapidly or accurately (F-finger dexterity)	200200C004	3 2 1 N	_____	_____
32. Move the hands easily and skillfully (M-manual dexterity)	200200C005	3 2 1 N	_____	_____
33. Work with the hands in placing and turning motions (M-manual dexterity)	200200C006	3 2 1 N	_____	_____
34. Dealing with people beyond giving and receiving instructions	200200D001	3 2 1 N	_____	_____
35. Performing a variety of duties, often changing from one task to another of a different nature without loss of efficiency	200200D002	3 2 1 N		
36. Demonstrate knowledge of basic safety concepts	200200E001	3 2 1 N	_____	_____

CHILD CARE VOCABULARY

ARTS AND CRAFTS	fine and gross motor activities children perform using materials to make decorative or play items
BEHAVIORS	the actions children take under any given situation
CHILD	someone under the age of six
CHILDREN	more than one child
COOPERATIVE PLAY	playing or working together in a mutual activity involving give and take interaction
CREATIVELY	the expression of an idea in thought, action, or some visible form involving imagination
DAY CARE	where a child is cared for by someone other than a parent for a period not involving overnight stay
DEVELOPMENT	the growth of an action or behavior that goes through sequential stages
DISCIPLINE	training that corrects an attitude or behavior
EMERGENCY	an unforeseen action or set of circumstances that calls for quick immediate action
ENVIRONMENT	the surrounding that one finds oneself in or is prepared for a certain setting, includes physical and emotional
EQUIPMENT	a set of articles or materials used to perform a task
FINE MOTOR	the small muscles used for movement primarily involving the fingers
FIRST AID	emergency care or treatment given to an ill or injured person before regular medical aid can be given
GROSS MOTOR	dealing with the large muscle movements, specifically arms and legs
HOUSEKEEPING CENTER	the area of a small child's care center replicating activities in caring for a home
MANIPULATIVE TOYS	toys that require movement using fine motor skills
NUTRITIONAL	the value of food
PARALLEL PLAY	when children play side by side but do not interact, usually occurs before they can play together in cooperative play situations

PLAYGROUND	the area reserved specifically for children's play activities
PRESCHOOLER	a child from ages 3 to 5
REWARDS	something provided for a job well done or completion of a task or a positive behavior, it can be tangible (a star or food) or intangible (praise or a smile)
SEASONAL	activities or materials developed to aid the spirit of participation in a specific yearly event based on weather or the activity, holiday, etc.
SOLITARY PLAY	when a child chooses to play alone, occurs before parallel and cooperative play
STORAGE PLACE	where toys and materials are kept
SURROUNDINGS	generally refers to the physical setting of a place

Math Skills

Count two-place numbers
Add two-place numbers
Subtract two-place numbers
Perform standard units of measurement, i.e., cup, pint, quart, inch, foot, yard, ounce, pound
Use basic measuring instruments, i.e., rulers, scales
Multiply two-place numbers
Divide two-place numbers
Add common fractions
Subtract common fractions
Multiply common fractions
Divide common fractions
Add two-place decimals
Subtract two-place decimals
Multiply two-place decimals
Divide two-place decimals

NOTE: Many math books and workbooks provide needed direction in learning basic operations in math. This section assumes that students have basic skills and is designed to be used in conjunction with any of the math books you might be using, or to establish your own supplemental units. Any math practice activities should be developed within the context of the vocational program. Other persons to use as resources in this area include: parents, math teacher, and home economics teacher.

1. Given a worksheet with an inventory of materials in the room, student will count how many of the items are currently in stock in the room.

2. Given the inventory from the previous activity, student will subtract to determine how many of each item has been used since the initial inventory.

3. Given a worksheet with the projected use of each item, student will determine how many of each item must be ordered to bring the inventory up to the level indicated on the worksheet.

4. Given the required amount of materials for an art activity for one child, student will determine how much of each material will be needed for the same activity for 15 children.

5. Given the menu for snacks and a small luncheon for 4 year olds, student will determine how much to order for a group of 15, 20 and 25. Provide the student with the estimated amount that one child might eat. For example one child might eat 1/2 an apple.

6. Given a schedule of events for a typical day at a day care center (Worksheet CC #1), student will be able to divide the day into a variety of sections as requested by the teacher. For example, the student might be requested to have equal time given to each activity, or designate that 3 of the activities should take up 1/2 of the day, another activity 1/3 of the day, and the rest of the activities the remainder of the day.

7. Given a list of 15 or more toys that are available in a day care center for six children, student will divide the toys so that each child has 1/6th of each of the type toys on the list. For example, 1/6th of the games, 1/6th of the dolls etc.

8. Given a project to plan a holiday party, student will plan the party, determine the cost of the party and the cost per student, the cost if the day care center pays for 1/2 of the party, 1/3 of the party etc.

9. Given the cost of a field trip to the nearest fire station, student will figure the cost of the trip in total, the cost per child and how much each child must pay if they were to pay for half of their cost.

SUGGESTIONS FOR PARENTS:

1. Assist student in developing a daily schedule indicating how he/she spends his/her time on an hourly basis.

2. Have student inventory the materials in his/her room. Have him/her categorize the items according to clothing, leisure, school, etc.

3. Have student measure his/her room and items in it. Using paper models have student rearrange room.

Physical Demands/Working Environment

Lift 50 lbs. maximum with frequent lifting and/or carrying of objects weighing up to 25 lbs. (Medium work)
Bend body downward and forward by bending the spine at the waist (stooping)
Bend legs at the knees to come to rest on the knee or knees (kneeling)
Bend body downward and forward by bending the legs and spine (crouching)
Move about on the hands and knees or hands and feet (crawling)
Extend the hands and arms in any direction (reaching)
Seize, hold, grasp, turn or otherwise work with the hand or hands (handling)
Pick, pinch, or otherwise work with the fingers (fingering)
Perceive size, shape, temperature or texture of objects and materials by using fingertips (feeling)
Ability to work inside
Ability to work in extreme noise, constant or intermittent, causing marked distraction or possibly injury to hearing
Ability to work in extreme vibration, i.e., strain on body or extremities from repeated motion or shock

In most cases, the assessment of these skills will indicate that the student has the gross and fine motor skills which are prerequisites to learning the vocational skills in a Child Care program. Prior to instruction in any Physical Demands activities, student should have been evaluated and parents contacted to make sure that the student has no hidden physical problems that could be aggravated by lifting objects or by other physical activities done in this area. However, if a student has a physical disability or other limitations preventing him/her from demonstrating fine and gross motor skills, then other techniques may be taught so they can perform in the vocational program. Other persons to use as resources in this area include: physical education teacher, home economics teacher, special education teacher, and parents.

1. Use activities 1 and 2 in the food service section to provide a background for proper lifting to students.

2. Student will develop a list of lifting materials and activities which might be required when working in the child care profession. Ideas to help get started in a brainstorming session might include:

   a. small children
   b. boxes of toys
   c. moving large pieces of play equipment from one area to another

3. Student will lift and carry small loads around a room. Place a number of toys throughout the room. Provide the student with a box and have them put the toys in the box and carry to a specific spot. The weight of the toys should increase as the student demonstrates the ability to carry and/or lift objects.

4. Student will demonstrate proper lifting and carrying procedures. Provide several large objects that might be located in a child care center, such as a large wooden easel.

5. Student will demonstrate the ability to work at a child's level for a given period of time. On the edge of a table place 3 or 4 paper cutout faces of children. Have the student bend over as if he/she were talking with the child. Hold the position for 3 minutes.

6. Student will demonstrate agility in moving up and down. As the student is gathering materials to put in the box in the earlier activity provide the opportunity for him/her to have to stoop to pick up several of the items.

7. Student will demonstrate the ability to stoop and work. On a low table have student complete the coloring of a child's picture while stooping.

8. Given an area where a large number of objects such as blocks and small toys are scattered in front of a low shelf, student will kneel while picking up the toys and blocks and arranging them on the shelf.

9. Given seven small baby food jars, student will fill each one with water two-thirds full, add three tablespoons of a dry power, put on the lid, and shake the mixture until well blended.

10. Given 12 sheets of paper ranging in size from 8 x 11 to 11 x 17, student will fold three triangles, three squares, and cut three circles.

11. Given a box of lego's, student will sort according to color and/or size of pieces. Spread the lego's on the table for ease of fingering.

12. Given the materials for a bulletin board, student will trace and cut out lettering and attach letters and pictures to the board.

13. Given a large paper bag filled with various items, student will locate specified items without looking. Use items such as crayons, plastic blocks, furry puppet, plastic spoon, spool of thread, and vinyl cloth square.

SUGGESTIONS FOR PARENTS:

1. Have student arrange items for easy access on a bookshelf.

2. Give student the opportunity to carry objects of varying weights up to 25 lbs. For example, carrying in groceries from the car, picking up items around the house and putting them in a box and carrying from item to item around the house.

3. Have student put on a play or finger puppet show for 2 or 3 children in the neighborhood.

CHILD CARE WORKER

Aptitudes - indicates an ability to:

think visually of geometric forms (S-spatial)
comprehend the two dimensional representation of three-dimensional objects (S-spatial)
recognize the relationship resulting from the movements of objects in space (S-spatial)
move the fingers and manipulate small objects with the fingers, rapidly or accurately (F-finger dexterity)
move the hands easily and skillfully (M-manual dexterity)
work with the hands in placing and turning motions (M-manual dexterity)

1. Given a written and/or verbal outline for a bulletin board, student will design and put the design in completed form on the board.

2. Given a flat drawing of a building block storage arrangement, student will replicate using actual blocks.

3. Given string, four 1/4 inch dowls, and a package of elbow macaroni, student will make a three level wind chime. Directions for this and other similar type creative art work may be found in the art curriculum book and fun art activity books in your local book store.

4. Given the pieces of three wooden puzzles mixed together, student will put the puzzles back together three times, each time improving on the time it takes to perform the task.

5. Given two hand puppets, student will give a show demonstrating a funny story or teaching situation to a small group.

6. Given a recipe for play dough (non-cooking), student will make the play dough and make two small forms using the play dough.

SUGGESTIONS FOR PARENTS:

1. Provide student with opportunity to arrange posters and pictures on one wall of bedroom. Have student draw the layout on paper first for parents' approval.

2. Assist student in developing and making manipulative games that children can put together such as lacing boards or puzzles made from children's large picture coloring books.

3. Have parents design how they would like a bookcase or other type arrangement in the home done. Using the parents' plan allow student to put the arrangement together.

CHILD CARE WORKER

Temperament - indicates an ability to:

dealing with people beyond giving and receiving instructions
performing a variety of duties, often changing from one task to another of a different nature without loss of efficiency or composure

1. In a role play setting, student will demonstrate dealing with individuals in the following situations:

   a. greeting children as they enter a room for play.
   b. telling parents positive things about their child.
   c. reassuring a child who has fallen and hurt himself/herself or been frightened by an animal.

2. Student will observe a group of individuals performing in an activity and praise positive behaviors for a period of five minutes.

3. Given a variety of situations peculiar to children 3-5 years of age, student will provide two alternative ways of handling the situation.

4. In a role play situation, student will perform tasks efficiently without losing composer. Have student set up the play school or room for the day doing the following:

   a. Set up dress up center.
   b. Get out snacks.
   c. Set up art center.

   Have the following interruption take place:

   a. Have phone ring (one or twice).
   b. Have parent come in and give instructions for the child's diet for the day (no candy or whatever the snack is going to be).
   c. Have child come to school early and get in the way by spilling paint or other art material.
   d. Have child want to help set things out.

5. When viewing video tapes of children at play, student will identify alternate ways of handling specified situations.

SUGGESTIONS FOR PARENTS:

1. Have student answer the phone and take messages in a predetermined manner (between parent and student) for a given period. The exchange should include a pleasant and mannerly greeting, message content and a closing that contains an indication that it was nice to hear from the individual. This should include conversations with the student's peers as well as other callers.

2. While watching television programs with student (three per week) parent should ask student how he/she would handle awkward situations involving children or parents.

3. Provide student with a variety of sets of tasks (three to a set) which must be done within set time limits.

Vocational

Demonstrate knowledge of basic safety concepts

1. Student will demonstrate competency in first aid procedures (see first aid instructional module).

SUGGESTIONS TO PARENTS:

1. Have student go to the Red Cross to get a first aid guide book. Allow student to put together a first aid kit for use around the home using the Red Cross book as a guide.

WORKSHEET

Day Care Center Schedule

Welcome children

Group time with teacher

Play time in gross motor areas

Art and craft time (fine motor)

Snack time

Story time

Nap time

Outdoor play time

Music time

CHILD CARE RESOURCES

Instructional Materials Laboratory
10 Industrial Education Building
University of Missouri-Columbia
Columbia, MO 65211

Child Care I

Prepares students to successfully fulfill family roles, care for children, and enter the child care job market. Can be taught in a one semester comprehensive homemaking program or for a 36 week occupational child care program. Book introduces students to employment, career planning, job orientation, child development, social and emotional development, health and first aid, nutrition, self-concept, daily living skills, guidance and discipline, infant care, toddler care, preschool care and school-age care.

Child Care Providers

Inservice training courses for persons employed in day-care homes or centers. Instructor's guides cover the following topics:

- Child Development
- Curriculum Development for Infants and Toddlers
- Curriculum Development for Pre-school Programs
- Curriculum Development for School-age Programs
- Curriculum Development in the Day-care Home
- Environments of Day-care Centers
- Environments of Day-care Homes
- Guidance and Discipline

Oklahoma State Department of Vocational and
Technical Education
Stillwater, OK 74074

Vocational Home Economics Education: Child Care Volume 1, Truitt-Goodman, 1981.

Special School District of St. Louis County
Vocational-Technical Education Department
12110 Clayton Road
Town and Country, MO 63131

Curriculum Guide for Child Care Assistant

CUSTOM SEWING

Sample Occupational Areas:

Alteration Tailor
Garment Fitter
Hemmer
Presser, All-Round
Sewing Machine Operator

Introduction

Students interested in the area of custom sewing should be aware that they will need to work indoors using their fine motor skills. They will also be expected to visualize the way things will look when completed and be able to make changes in something they feel they have completed. The student must also develop the ability to use high powered sewing machinery. Custom sewing is a combination of creative and repetitive work opportunities.

VIMS COMPETENCIES FOR CUSTOM SEWING

A. Measurements

1. Prepare customer for measurement
2. Chart women's measurements
3. Chart man's measurements
4. Measure windows for drapery construction
5. Measure bed for bedspread construction/ dust ruffle construction

Other (specify):

_____
_____
_____

B. Altering Flat Patterns

1. Adjust pattern for neckline differences
2. Adjust pattern for shoulder differences
3. Adjust pattern for arm differences
4. Adjust pattern for chest/bust differences
5. Adjust pattern for back differences
6. Adjust pattern for waist differences
7. Adjust pattern for abdomen differences
8. Adjust pattern for hip/buttock differences
9. Adjust pattern for thigh differences
10. Adjust pattern for crotch differences
11. Adjust pattern for leg length differences
12. Lengthen/shorten pattern
13. Increase/decrease width of pattern
14. True pattern seamlines after adjustment

Other (specify):

_____
_____
_____

C. Fabrics and Textiles

1. Identify unknown fibers
2. Use textile labels to make fabric comparisons
3. Rate dye method on fabrics for penetration and effectiveness
4. Rate quality characteristics of fabrics
5. Coordinate patterns with fabrics
6. Work with napped fabrics
7. Work with interlock (double) knits
8. Work with even and uneven plaids
9. Straighten fabric grain
10. Pretreat fabric, notions, and trims
11. Lay out and cut pattern pieces correctly for the type of fabric used

Other (specify):

_____
_____
_____

D. Construction Techniques

1. Transfer pattern markings
2. Staystitch garment/product pieces
3. Apply interfacing (fusible and nonfusible)
4. Perform under stitching
5. Construct dart
6. Construct pleat
7. Construct ruffle
8. Construct seam
9. Ease/gather fullness into seam
10. Construct tuck
11. Construct casing (fold down and applied)
12. Construct collar
13. Construct jacket collar and labels
14. Apply top stitching
15. Construct shirt tab (neckline placket)
16. Construct set-in sleeve
17. Construct kimono sleeve
18. Construct raglan sleeve
19. Attach sleeve placket
20. Construct sleeve cuff
21. Construct facing
22. Construct lingerie strap guard
23. Construct patch pocket
24. Construct welt pocket
25. Construct front hip pocket
26. Construct inseam pocket
27. Construct gusset
28. Construct waistband
29. Construct belt loops/carriers
30. Apply stay strip
31. Construct pants cuffs
32. Miter collar
33. Construct draperies
34. Construct bedspread (tailored and with bed ruffle)
35. Attaching underlining/interlining
36. Attach lining
37. Hem garment/product
38. Baste garment/produce together for fitting
39. Fit garment/product
40. Remove spots and stains
41. Press completed garment/product

Other (specify):

_____
_____
_____

E. Applying Fasteners

1. Attach buttons (sew through and shank)
2. Construct button holes and loops
3. Attach eyelets
4. Attach snaps (sew through and gripper)
5. Attach hook and eye
6. Attach tape fasteners (i.e. velcro, snaps, hook and eye, etc.)
7. Construct belt
8. Insert zippers

Other (specify):

_____
_____
_____

F. Applying Trims and Finishes

1. Apply applique
2. Apply braids
3. Apply cording/piping
4. Apply decorative stitches (by machine and by hand)
5. Apply lace
6. Apply lettice (ripple) edging
7. Apply sequins
8. Apply beading
9. Smock pieces

10. Construct continuous bias strip
11. Construct cording
12. Construct piping
13. Construct tubing

Other (specify):

_____
_____
_____

G. Altering Ready-Made Products or Pattern Design

1. Add/eliminate seam
2. Add/eliminate cuffs (sleeve and pants)
3. Shorten sleeves
4. Change collar and/or lapels
5. Shorten/lengthen collar
6. Add/eliminate yoke
7. Add/remove flair (pants and skirt)
8. Change darts (location and curve)
9. Change location of fasteners (i.e. buttons, buttonholes, zippers)
10. Change/substitute types of fasteners
11. Change pocket (inseam, hip, welt)
12. Make insets (alter width, length)
13. Make facing pattern
14. Make lining patterns
15. Remove pleats
16. Adjust waists
17. Adjust widths of garments or products
18. Adjust lengths of garments or products
19. Reweave hole in garment or product

Other (specify):

_____
_____
_____

H. Adjusting Home Sewing Machine

1. Adjust lower thread tension
2. Adjust presser foot pressure
3. Adjust upper thread tension
4. Clean machine
5. Clear bobbin hook race
6. Replace needle

Other (specify):

_____
_____
_____

CUSTOM SEWING
ACCESS SKILLS CHECKLIST

Student Name/ID _____ Sending School _____

Instructor _____ Date(s) Evaluated _____

Circle proper mastery code: 3 = MASTERY 2 = REQUIRES SUPERVISION
1 = NOT MASTERED N or blank = NO EXPOSURE

TASK DESCRIPTION	TASK ID #	MASTERY CODE	MASTERY DATE	RETRY CODE/DATE
1. Count two-place numbers	200399A001	3 2 1 N	_____	_____
2. Add two-place numbers	200399A002	3 2 1 N	_____	_____
3. Subtract two-place numbers	200399A003	3 2 1 N	_____	_____
4. Perform standard units of measurement, i.e., cup, pint, quart, inch, foot, yard, ounce, pound	200399A004	3 2 1 N	_____	_____
5. Use basic measuring instruments, i.e., rulers, scales	200399A005	3 2 1 N	_____	_____
6. Lift 20 lbs. maximum with frequent lifting and/or carrying of objects weighing up to 10 lbs. (light work)	200399B001	3 2 1 N	_____	_____
7. Extend the hands and arms in any direction (reaching)	200399B002	3 2 1 N	_____	_____
8. Seize, hold, grasp, turn, or otherwise work with the hand or hands (handling)	200399B003	3 2 1 N	_____	_____
9. Pick, pinch, or otherwise work with the fingers (fingering)	200399B004	3 2 1 N	_____	_____
10. Perceive size, shape, temperature, or texture of objects and materials by using fingertips (feeling)	200399B005	3 2 1 N	_____	_____
11. Ability to work inside	200399B006	3 2 1 N	_____	_____
12. Perceive pertinent detail in objects in pictorial or graphic material (P-form perception)	200399C001	3 2 1 N	_____	_____
13. Make visual comparisons and discriminations and see slight differences (P-form perception)	200399C002	3 2 1 N	_____	_____
14. Move the fingers and manipulate small objects with the fingers, rapidly or accurately (F-finger dexterity)	200399C003	3 2 1 N	_____	_____
15. Move the hands easily and skillfully (M-manual dexterity)	200399C004	3 2 1 N	_____	_____
16. Work with the hands in placing and turning motions (M-manual dexterity)	200399C005	3 2 1 N	_____	_____
17. Performing repetitive work, or performing continuously the same work, according to set procedures, sequences, or pace	200399D001	3 2 1 N	_____	_____
18. Situations requiring the precise attainment of set limits, tolerances, or standards	200399D002	3 2 1 N	_____	_____
19. Demonstrate knowledge of basic safety concepts	200399E001	3 2 1 N	_____	_____

CUSTOM SEWING VOCABULARY

ADJUST	make changes in the pattern and/or material so it will fit
ALTERING	changing the way something fits or looks
APPLIQUE	piece of material, usually a design, stitched on top of another piece of material
CHART	keeping track of information in a specific way on paper
CONSTRUCTION	a.) putting something together; b.) the way something is put together
CUSTOMER	someone who buys from a business
DECREASE	to make something smaller (narrower)
FABRIC	piece of material
FIBERS	the threads that are woven together to make a piece of material
INCREASE	to make something larger (wider)
LENGTHEN	to make something longer
NOTIONS	items used to complete an article of clothing, such as buttons, thread, zipper, etc.
SEAM	the place where two items or pieces are joined together
SHORTEN	to make something shorter
TEXTILE	term applied to all fabrics
TRIM	materials used to add decorative touches to an article, such as stitches, lace, sequins, beading, cording, piping, etc.

Math Skills

Count two-place numbers
Add two-place numbers
Subtract two-place numbers
Perform standard units of measurement, i.e., cup, pint,quart, inch, foot, yard, ounce, pound
Use basic measuring instruments, i.e., rulers, scales

NOTE: Many math books and workbooks provide needed direction in learning basic operations in math. This section assumes that students have basic skills and is designed to be used in conjunction with any of the math books you might be using, or to establish your own supplemental units. Any math practice activities should be developed within the context of the vocational program. Other persons to use as resources in this area include: parents, math teacher, and home economics teacher.

1. Student will demonstrate the ability to measure small areas. Provide student with a worksheet depicting the measurements in inches of the length of three windows for which curtains are to be made. Have the student calculate how many inches of space need to be covered.

2. Student will demonstrate the ability to add measurements. Provide student with a worksheet depicting the measurements of the skirt length of five girls who will all be having skirts made from the same bolt of cloth. Have another column depicting the lengths of material needed for five banners etc. Have student add columns.

3. Given problems which illustrate subtraction using inches, feet and yards, student will solve for the correct answer. For example, if a bolt of cloth has 24 yards of material and only 17 yards are needed to make the drapes how many yards will be left on the bolt after the 17 have been used.

4. Given a 6" tailor's ruler, 1 foot ruler, yard stick and cloth or plastic measuring tape, student will identify each of the items and the units of measure they contain.

   a. 6" ruler: inches
   b. 1" ruler: inches, foot, 1/3 of a yard
   c. yard stick: inches, foot, yard

5. With student having a yardstick or cloth tape measure available ask him/her to identify measurement units as they are called out. e.g. 1 foot, 3/8 of an inch, 1/4 of a yard.

6. Provide student with a 6" sewing measure, piece of material and tailor's chalk. Have student mark six lengths on the cloth from the same edge 1/2 inch apart. Make each mark 1" longer than the last.

7. Using a cloth tape measure have student measure basic body parts used in pattern development, e.g. neck to waist, wrists, waist etc.

8. Using a cloth tape measure have student measure out a variety of string lengths from 1 1/2 inch to several yards including 3/8's, 1/2's and 1/4's in some of the measurements.

SUGGESTIONS FOR PARENTS:

1. Have student measure the inseam of a pair of shorts and a pair of slacks and compare the difference.

2. Have student put together a sewing kit for home use.

3. Have student measure kitchen and/or dining room table tops and compare the size of the tablecloths used to cover them, taking note of how many inches of overlap are on each side.

Physical Demands/Working Environment

Lift 20 lbs. maximum with frequent lifting and/or carrying of objects weighing up to 10 lbs. (light work)
Extend the hands and arms in any direction (reaching)
Seize, hold, grasp, turn or otherwise work with the hand or hands (handling)
Pick, pinch, or otherwise work with the fingers (fingering)
Perceive size, shape, temperature or texture of objects and materials by using fingertips (feeling)
Ability to work inside

In most cases, the assessment of these skills will indicate that the student has the gross and fine motor skills which are prerequisites to learning the vocational skills in a Custom Sewing program. Prior to instruction in any physical demands activities, the student should have been evaluated and parents contacted to make sure that the student has no hidden physical problems that could be aggravated by lifting objects or by other physical activities done in this area. However, if the student has a physical disability or other limitation(s) preventing him/her from demonstrating fine and gross motor skills, then other techniques may be taught so he/she can perform in the vocational program. Other persons to use as resources in this area include: physical education teacher, home economics teacher, special education teacher, and parents.

1. Use activities 1 and 2 in the food service section to provide a background for proper lifting to students.

2. Student will brainstorm to develop a list of types of materials and activities that an individual might be required to do and/or lift when working in the custom sewing profession. Ideas to help get started include:

   a. bolts of materials
   b. sewing machines
   c. bags of materials, sewing boxes

3. Student will demonstrate reaching within a variety of situations.

4. Student will brainstorm ways in which they might reach within the context of custom sewing. For example, reaching across material while pinning on pattern pieces as well as cutting pattern pieces, measuring people (neck to floor) laying out material on board or floor prior to cutting.

5. Student will perform some of the tasks mentioned in the brainstorm session. Ask them to analyze where they feel stretches and how they might accommodate their body in order to do the task correctly and comfortably.

6. Student will develop a list of activities related to sewing tasks that require an individual to work with his/her hands (e.g., holding scissors, cutting fabric, rolling trims, moving material through a sewing machine).

7. Students will do each of the activities listed during brainstorming in the previous activity. Assist student in learning proper technique for each task.

8. Given a box of buttons, snaps, eyelets, hooks and eyes, student will separate them into piles of like items and then student will put them into the correctly labeled box.

9. Student will pin a pattern on material.

10. Student will sew, by hand, buttons on a round circle to make a happy face.

11. Student will pin seams together.

12. Student will become familiar with texture/feeling vocabulary associated with sewing, for example, pile, soft, even, grainy, ribbed, rough, light weight, medium weight, heavy weight.

13. Given samples of materials that demonstrate each of the textures, student will have the opportunity, through exploration and games, to eventually be able to identify the various types of textures by feel without seeing fabric.

14. The teacher may use his/her own interest inventory which might consist of questions that allow the student to choose between situations that occurred indoors or out as well as observation of student during the day to determine student's ability or inability to work in an indoor setting.

SUGGESTIONS FOR PARENTS:

1. Have student identify types of fabrics at home by textures (rough, smooth) and where they are used in the home.

2. Have student sew buttons on shirts and dresses as needed.

3. Using material scraps found around home have student make craft items such as pot holders and pillows.

CUSTOM SEWING

Aptitudes - indicates an ability to:

perceive pertinent detail in objects in pictorial or graphic material (P-form perception)
make visual comparisons and discriminations and see slight differences (P-form perception)
move the fingers and manipulate small objects with the fingers, rapidly or accurately (F-finger dexterity)
move the hands easily and skillfully (M-manual dexterity)
work with the hands in placing and turning motions (M-manual dexterity)

1. Given 3 or 4 patterns that have at least three versions of the pattern on the front, student will explain where the differences occur between the views. For example, a dress may have long sleeves in one view and no sleeves in one and long sleeves with cuffs in another.

2. Using the pattern covers, student will circle all patterns that have jewel collars, put an x on those pictures that have darts in the back top. Continue this activity with student comparing or locating specific details in patterns.

3. Given pictures of clothing that has some articles that have uneven hems, different length sleeves on the same article and other details that should be attended to if the student were going to alter the article so it would be ready for wear, student will identify the differences in the details.

4. Given a box of buttons (approximately 30) that are four different shades of pink, student will sort the buttons according to their shade of pink.

5. Using a box of buttons, student will sort them according to size of buttons and the number of holes in the button.

6. Given four or five pieces of fabric which have trim sewn on in different ways (in different order of application, two lines closer together than on the other etc.) student will identify the differences between the sewing on the pieces of fabric. The fabric should all be the same color, but could be of different texture and could then be considered as one of the differences.

7. Student will learn how to operate a sewing machine. Once this is done allow the student opportunity to learn how to sew two pieces of material together in a straight seam. This skill demands speed, accuracy and ability to use fingers in a small area and with dexterity. Work with home economics teacher.

8. Student will lay out a three or four piece pattern for a pillow or small article, cut the pattern and pin it together, and then complete it by sewing it by hand or on the machine.

9. Activities previously cited using machine sewing, cutting of patterns and pinning of materials all work to develop necessary skills in the student.

SUGGESTIONS FOR PARENTS:

1. Have student go through clothes and find several articles that could be changed by adding or changing trim.

2. Visit fabric store with student. Look at patterns and find several fabrics that would look good made up in the specific pattern. Also locate a variety of trims that might change the way the pattern appears.

3. Make a scrap book of outfits found in magazines. Indicate by pictures how student might change the outfit for different types of setting.

CUSTOM SEWING

Temperament - indicates an ability to adapt to:

performing repetitive work, or to performing continuously the same work, according to set procedures, sequences, or pace
situations requiring the precise attainment of set limits, tolerances, or standards

1. Student will make one item for sale as a class project. This should involve the making of the item from beginning to end. This would include measuring the materials, cutting out the pattern, laying the pattern on the fabric, pinning it, cutting it, pinning it together, sewing it. Each of these activities should be approached from a production line concept so the student will spend at least 30 minutes doing the same task over and over and then passing it on to the next person to do the same thing. If only one person is involved have them do all the steps but give them a period of several days to do each task, always doing only one task at a time for 30 minutes. The item that is selected can be as elaborate or as plain as the student and teacher wish.

SUGGESTIONS FOR PARENTS:

1. Provide student with a repetitive sewing task that must be done for at least 30 minutes. For example, sewing on buttons, cutting strips of material for a craft project that must be done in a specific order.

CUSTOM SEWING

Vocational

Demonstrate knowledge of basic safety concepts

1. Student will demonstrate a knowledge of safety procedures (see instructional module on safety located in food service section).

SUGGESTIONS FOR PARENTS:

1. Develop a list of safety procedures to follow when working with sewing equipment. For example, pick up all pins that may have fallen on the floor, keep scissors closed and lying flat end in full view. Post this list with sewing equipment.

2. Have student develop a list of first aid procedures to follow when working with sewing materials and equipment at home. Post the list by the sewing materials.

RESOURCES

CUSTOM SEWING

Instructional Materials Laboratory
10 Industrial Education Building
University of Missouri-Columbia
Columbia, MO 65211

Clothing and Textiles (Intermediate)
Includes significance of textiles and clothing to the individual; nature of textiles and clothing, acquisition, use, and care; garment construction; and employment opportunities.

Custom Sewing
Semester course on useing the domestic sewing machine. Units include: fabrics and textiles, body measurement and altering flat patterns, construction techniques, home products, alterations of ready-made clothing, and business principles in custom sewing.

Instructional Materials for Use with Educable Mentally Retarded Students in Home Economic Classes
Helps EMR students understand concepts in child development, personal development and family relationships, clothing and textiles, consumer education, and foods and nutrition. Includes annotated bibliography.

Needle Trades
Seven units covering: related information and sewn products, operations using an industrial sewing machine. Designed for fashion production class.

Special Needs Materials for Basic Homemaking
Twelve sample lessons based on Basic Core Home Economics I. Two lessons for each of the six home economics subject matter areas. Materials include an annotated bibliography, FHA/HERO section, definitions, and teaching techniques.

Textile Fibers
Revision of supplemental materials.

Texas Tech University
College of Home Economics
Lubbock, TX 79409

Vocational Education for the Handicapped, Clothing Service Guide, 1980.

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FOOD SERVICE WORKER

Sample Occupational Areas:

Baker Helper
Cook Helper
Deli Cutter/Slicer
Food Assembler, Kitchen
Food Service Worker, Hospital
Kitchen Helper

Introduction

Food service occupations offer a wide range of positions for students entering the labor market. Students who desire to enroll in this vocational training program should have a strong interest in the area, possess stamina for standing/walking all day, and understand there are often many clean-up/janitorial tasks associated with food service occupations. In some positions, students will interact with customers and/or need to handle money.

VIMS COMPETENCIES FOR FOOD SERVICE WORKER

A. Identifying, Operating, Caring for and Respecting Equipment Properly

1. Use and clean slicer
2. Operate and clean refrigeration equipment
3. Use and clean surface working equipment (grill, broiler, cook top)
4. Operate and clean holding equipment
5. Use and clean fryer
6. Operate and clean can opener
7. Identify and use knives
8. Use and clean ovens
9. Use and clean mixers
10. Use and clean coffee maker
11. Use and clean dishwasher
12. Use and clean toaster
13. Operate and clean food processor
14. Operate proof box
15. Use and clean steam equipment

Other (specify):

_____
_____
_____

B. Preparing Food

1. Identify preparation methods
2. Synchronize food preparation times
3. Prepare sandwiches
4. Prepare vegetables and fruits
5. Prepare salads and salad dressings
6. Prepare beef and pork
7. Prepare beverages
8. Prepare poultry
9. Prepare soups, sauces, and stock
10. Prepare garnishes
11. Recognize base products
12. Prepare desserts
13. Identify food groups (items)
14. Prepare seafood
15. Prepare appetizers
16. Prepare breads
17. Prepare pasta

Other (specify):

_____
_____
_____

C. Demonstrating Safety

1. Use cutting utensils safely
2. Recognize hazards
3. Safeguard customers
4. Secure building
5. Use chemicals
6. Respond to emergencies
7. Use fire extinguishers
8. Use first aid
9. Use correct body mechanics
10. Perform Heimlich Maneuver
11. Use CPR

Other (specify):

_____
_____
_____

D. Practicing Sanitation

1. Identify and practice sanitary food serving techniques
2. Control insects and pests
3. Practice personal hygiene
4. Identify and practice safe food handling techniques
5. Identify and practice safe food storage techniques
6. Handle garbage, litter, etc.
7. Comply with local health codes
8. Sanitize physical plant
9. Be certified by a sanitation program

Other (specify):

_____
_____
_____

E. Performing Auxiliary Functions

1. Respond to guest's requests
2. Help maintain dining room appearance
3. Maintain clean floors
4. Clear tables
5. Perform closing duties
6. Report customer complaints
7. Clean tables
8. Greet guests
9. Restock ice
10. Restock cleaning supplies
11. Remove service area trash containers
12. Return soiled dishes to cleanup area
13. Keep bustrays empty continually
14. Answer questions regarding menu
15. Restock waiter/waitress stations
16. Restock clean dishes and flatware
17. Inform waiters/waitresses of station assignments
18. Determine table availability
19. Set up own work stations
20. Set tables
21. Return leftover foods to designated areas
22. Assist in setting up dining room arrangement
23. Provide guests with menus
24. Inform guests as to how long it will be until they are seated
25. Seat guests
26. Distribute guests among waiters/ waitresses
27. Make reservation/waiting list

Other (specify):

_____
_____
_____

F. Identifying Nutrition Basics

1. Cost menu items
2. Recognize menu trends in the restaurant industry
3. Plan a nutritionally sound menu for different meals
4. Conserve nutrients in food preparation

5. Recognize menu changes needed for special diets
Other (specify):

_____
_____
_____

G. Performing Sales and Marketing (waiter/waitress) Functions

1. Answer questions regarding menus and/or services
2. Turn in orders
3. Greet guests and respond to their immediate needs
4. Clear tables
5. Assemble and carry foods and beverages
6. Take guests orders, writing checks legibly
7. Practice proper serving procedures
8. Clean and restock stations continuously
9. Maintain table and dining room appearances
10. Suggest menu items and/or services
11. Thank guests and present with checks
12. Give guests time to peruse the menu
13. React to situations at one's own station
14. Determine, set up, and check station assignments
15. Provide courses in sequence with appropriate accompaniments
Other (specify):

_____
_____
_____

H. Performing Cashier Functions

1. Return change
2. Take payments and verify amount of payments
3. Verify cash
4. Operate cash register
5. Thank guests
6. Prove cash
7. Respond to complaints in a positive manner
8. Prepare cash drawers
9. Prepare deposits
10. Ask guests how service was
11. Take and verify amount of restaurant check
12. Encourage guests to buy other products
13. Write receipts
14. Handle checks
15. Account for guest checks
16. Answer telephone and take reservations
17. Handle credit cards
18. Give credit card tips to proper waiters/waitresses
Other (specify):

_____
_____
_____

I. Securing and Retaining a Job

1. Maintain relationships
2. Complete application forms
3. Abide by company policies and procedures
4. Complete summary and records
5. Interpret employment forms
6. Identify available jobs
7. Develop career ladder
8. Complete a resume
9. Participate in mock interviews
Other (specify):

_____
_____
_____

FOOD SERVICE WORKER
ACCESS SKILLS CHECKLIST

Student Name/ID _____ Sending School _____

Instructor _____ Date(s) Evaluated _____

Circle proper mastery code: 3 = MASTERY 2 = REQUIRES SUPERVISION
1 = NOT MASTERED N or blank = NO EXPOSURE

TASK DESCRIPTION	TASK ID #	MASTERY CODE	MASTERY DATE	RETRY CODE/DATE
1. Count two-place numbers	200400A001	3 2 1 N		
2. Add two-place numbers	200400A002	3 2 1 N		
3. Subtract two-place numbers	200400A003	3 2 1 N		
4. Perform standard units of measurement, i.e., cup, pint, quart, inch, foot, yard, ounce, pound	200400A004	3 2 1 N		
5. Use basic measuring instruments, i.e., rulers, scales	200400A005	3 2 1 N		
6. Multiply two-place numbers	200400A006	3 2 1 N		
7. Divide two-place numbers	200400A007	3 2 1 N		
8. Add common fractions	200400A008	3 2 1 N		
9. Subtract common fractions	200400A009	3 2 1 N		
10. Multiply common fractions	200400A010	3 2 1 N		
11. Divide common fractions	200400A011	3 2 1 N		
12. Lift 50 lbs. maximum with frequent lifting and/or carrying of objects weighing up to 25 lbs. (Medium work)	200400B001	3 2 1 N		
13. Extend the hands and arms in any direction (reaching)	200400B002	3 2 1 N		
14. Seize, hold, grasp, turn or otherwise work with the hand or hands (handling)	200400B003	3 2 1 N		
15. Pick, pinch, or otherwise work with the fingers (fingering)	200400B004	3 2 1 N		
16. Perceive size, shape, temperature or texture of objects and materials by using fingertips (feeling)	200400B005	3 2 1 N		
17. Ability to work inside	200400B006	3 2 1 N		
18. Move the hands easily and skillfully (M-manual dexterity)	200400C001	3 2 1 N		
19. Work with the hands in placing and turning motions (M-manual dexterity)	200400C002	3 2 1 N		
20. Performing repetitive work, or performing continuously the same work, according to set procedures, sequences, or pace	200400D001	3 2 1 N		
21. Situations requiring the precise attainment of set limits, tolerances, or standards	200400D002	3 2 1 N		
22. Demonstrate knowledge of basic safety concepts	200400E001	3 2 1 N		
23. Identify common kitchen utensils and equipment	200400E002	3 2 1 N		

FOOD SERVICE VOCABULARY

BACTERIA	tiny plants, some of which can produce poisonous toxins in food
CASH DRAWER	drawer with compartments where money is held
CASHIER	person in charge of collecting money and returning change to customers for meal services
CAUSTIC	harsh, dangerous solution that is capable of damaging eyes or skin and which could be fatal if swallowed (for examples, ammonia, bleach, pesticides)
CONDIMENTS	sauces and seasonings needed at table for customer use (for example, mustard, steak sauce, butter, and salt)
CONTAMINATION	harmful materials, such as bacteria, which taint food and make it unfit for use
CONVERT	to change items such as weights and measurements or recipe amounts
COOKING TIME	length of time a food needs to be cooked
COST PER PORTION	cost of one serving
CROSS CONTAMINATION	spreading germs from one food to another by not sanitizing surfaces
DANGER ZONE	temperatures between 40 - 140 degrees Farenheit where bacteria in food develop the fastest
DECREASE	to make smaller, as to decrease a recipe amount
DIRECTIONS	instructions for preparing a food dish
EQUIVALENT	a measurement that equals another form of measurement
FIRST AID	immediate treatment given for injuries such as falls, cuts or burns
F.I.F.O.	first in/first out, method of stock rotation that uses oldest stock on shelf first by putting newer stock behind older stock
FLUID	a liquid
FOOD BORNE ILLNESS	illness caused by harmful bacteria in food, such as staph, salmonella, botulinum, and perfringens
FOOD POISONING	an illness caused by bacterial toxins in food

GRATUITY	tips given to waiter/waitress for good service
HAZARD	a dangerous condition which can cause an accident
HEIMLICH MANEUVER	special technique for helping victims of choking
HOLDING	keeping food at safe temperatures while it is waiting to be served
HYGIENE	actions, such as bathing and brushing your teeth, that contribute to cleanliness and good health
INCREASE	to make larger, as to increase a recipe amount
INGREDIENTS	foods, spices, and flavorings which are combined to produce a specific food dish
INTERPRETING	understanding terms and procedures
NON-PERISHABLE	foods that will not spoil readily, such as canned goods, and packaged foods
PERISHABLE FOODS	foods such as raw meat and milk that must be refrigerated to prevent spoiling
PESTICIDES	chemicals used to guard against rodents and insects
PHYSICAL PLANT	interior of a food operation including equipment surfaces, counters, furniture, floors, windows, doors, blinds, and other furnishings
PORTION	individual serving
PREHEATING	letting the oven reach the correct temperature before putting the food in to be cooked
PRE-PREPARATION	tasks done to food to make it ready for cooking or further preparation
PRODUCTION SCHEDULE	preparing food so that it is all finished at the same time
QUANTITY	a measured or estimated amount of an item
RECIPE	list of ingredients and instructions for preparing a certain food
SAFETY	conditions that are free of dangers
SAFETY GUARDS	devices used on large, hazardous equipment to protect the worker from injury
SANITATION	practices that help keep personnel, food, and food service areas clean

SANITIZING	killing germs by using a chemical solution such as bleach water to clean
STANDARDIZED RECIPE	a tested recipe which will produce the same each time it is used
TEAMWORK	working together with co-workers to complete a job
TOXIC	poisonous, something which causes illness or death when eaten or drunk
TOXINS	poisons created by harmful bacteria as they grow
YIELD	amount that a recipe will make or produce

TOOLS USED IN FOOD SERVICE VOCATION

baking dish

broiler

cake pan

can opener

cookie cutter

colander

cutting board

dish drainer

egg beater

grater or shredder

griddle

ladel

loaf pan

measuring cups,
both liquid and dry

measuring spoons

mixing bowl

mixing spoon

paring knife

pastry blender

pastry brush

rolling pin

sauce pan

spatula

timer

tongs

vegetable peeler

Math Skills

Count two-place numbers
Add two-place numbers
Subtract two-place numbers
Perform standard units of measurement, i.e., cup, pint, quart, inch, foot, yard, ounce, pound
Use basic measuring instruments, i.e., rulers, scales
Multiply two-place numbers
Divide two-place numbers
Add common fractions
Subtract common fractions
Multiply common fractions
Divide common fractions

NOTE: Many math books and workbooks provide needed direction in learning basic operations in math. This section assumes that students have basic skills and is designed to be used in conjunction with any of the math books you might be using, or to establish your own supplemental units. Any math practice activities should be developed within the context of the vocational program. Other persons to use as resources in this area include: parents and math teacher.

1. Given a worksheet (to be developed by teacher) with a picture inventory of items that might be found in a kitchen or food service workplace, student will be able to write how many there are of each item. Worksheet should have at least six items with double digit amounts, e.g., two serving trays, 13 cans of sauce, 27 paper cups, etc.

2. Student will count out three groups of items. For example, one set of 15 spoons and knives, one group of 22 forks, one group of 57 paper napkins.

3. Given a menu, student will total cost of meals taken from menu. Provide student with a menu and order pad (worksheet to be developed by teacher). Have him/her write up an order for a dinner, lunch, or breakfast. After this is completed have the student add the cost of the meal. This can be done beginning with instructions to order breakfast or a snack of two items, then something with three items all costing less than one dollar. Have the student total the bill. Increase the number of items and cost according to student's ability.

4. Given an inventory, student will add combinations of items. Using the worksheet developed for activity one ask the student to tell the number of a combination of items in the inventory, such as how many cans of sauce and boxes of soap there are all together.

5. Given four dinner bills (Worksheet FS #1), student will check and correct the ones that have been added incorrectly. Have a variety of food items on each one with only one sheet having more than one item costing more than one dollar.

6. Given a dinner bill (Worksheet FS #1), student will add items and then subtract item before reaching a total.

Establish a work table with measuring components including the following: one gallon glass container, one gallon plastic milk jug, 1/2 gallon plastic milk jug, four cup measure, one cup measure, and 1/2, 1/3, and 1/4 cup measures. Provide a variety of ways for the student to learn the following, such as:

7. Given a variety of measuring containers, student will identify measurement content of each item by visual means.

8. Given a variety of measuring containers, student will tell how many of each of the smaller measures are needed to equal the larger measures.

9. Student will use a variety of measurements to determine equivalents. For example, how many 1/4 cups fill a one cup measure, how many cups fill a quart measure.

10. Student will identify measure by size on sight.

11. Student will identify ounces by measurement in cups and on canned and other food containers.

12. Given a one and a two cup measure with ounce markings on them, student will determine how many cups plus extra ounces are in each of 10 items in cans, boxes, bags, or jars.

13. Student will identify difference between liquid and dry measures in ounces. Place a two cup measure on a small scale. Adjust the measure to read zero. Have student use the ounce container (use any dry material such as rice or beans) to see how many ounce measure to fill the 2 cup measure and reach the one pound mark.

14. Given a 12" ruler, yardstick, tape measure and 12 lb. scale, student will measure a minimum of three items.

    a. Have a treasure hunt map in which the student must measure three items with each of the measures.
    b. Have student locate six items in the kitchen or a restaurant that they would measure using each of the three measuring instruments.

15. Student will read the degree markers on thermometers. Have a candy thermometer, a three to four cup container, and a jar of hot water. Place the thermometer in the container half-filled with cool water. After the temperature registers, slowly pour hot water into pan. Have student identify each time the temperature registers a two degree difference.

16. Student will compare weights of cans and packages on a variety of scales.

17. Student will increase recipes by multiplying ingredients. Develop a worksheet with two recipes on it. Have the recipe be enough to serve ten people. Have the student determine how much the ingredients will need to be increased for 50 people, 75, 100. (e.g., Sloppy Joes for 10 people, 3 lbs. of ground beef, 6 tablespoons of ketchup, 1 small onion, 1 tablespoon of salt).

18. Student will use multiplication to solve inventory deficit problem. Develop a worksheet with a stockroom inventory that requires the student to bring the stock up to a certain level by double digit multiplication. (e.g., These are the supplies we have on hand. How many will we have of each item if we place the following order?

HAVE	WILL ORDER	TOTAL
10 boxes napkins	15 boxes	_____
4 boxes paper cups	22 boxes	_____
etc.		

19. Given the cost of items for a meal that 26 people will be eating, the student will figure the total cost of the meal and then determine the cost for one person.

20. Using a menu, student will write four separate bills for parties over 10 (breakfast, lunch, dinner, snack), total the bill and divide by the number in the party to determine each person's cost.

21. Given four simple recipes, the student will manipulate the recipes according to the concept they need to work with, e.g., add the total amount of liquids in the recipes; add the total amount of dry ingredients; increase the recipes by 1/2, by doubling, by four times; reduce recipes by same amounts either subtracting or dividing.

SUGGESTIONS FOR PARENTS:

1. Allow student to assist in grocery shopping. Give him/her a portion of the grocery list. Have the list specify size and/or net weight of item and include a space for cost of item. Have student total cost of their shopping list.

2. Have student inventory home pantry to itemize the amount of canned goods or categories of food available.

3. Allow student to measure ingredients for receipts.

4. Have student prepare simple food items such as cake mixes or soup using appropriate measuring devices.

5. Have student double simple recipes from scratch such as chocolate chip cookies and prepare them for the family.

Physical Demands/Working Environment

Lift 50 lbs. maximum with frequent lifting and/or carrying of objects weighing up to 25 lbs. (Medium work)
Extend the hands and arms in any direction (reaching)
Seize, hold, grasp, turn or otherwise work with the hand or hands (handling)
Pick, pinch, or otherwise work with the fingers (fingering)
Perceive size, shape, temperature or texture of objects and materials by using fingertips (feeling)
Ability to work inside

In most cases, the assessment of these skills will indicate that the student has the gross and fine motor skills which are prerequisite to learning the vocational skills in a Food Service program. Prior to instruction in any Physical Demands activities, the student should have been evaluated and parents contacted to make sure that the student has no hidden physical problems that could be aggravated by lifting objects or by other physical activities done in this area. However, if the student has a physical disability or other limitation(s) preventing him/her from demonstrating fine and gross motor skills, then other techniques may be taught so he/she can perform in the vocational program. Other persons to use as resources in this area include: physical education teacher, home economics teacher, special education teacher, and parents.

Provide an extensive background for students on the importance of doing physical skills correctly and carefully. A variety of outside resources such as the following are available.

a. Speaker from OSHA who would address the number of accidents that occur each year due to workers not protecting their bodies by using proper lifting techniques or overextending themselves. Have them relate to the food service workers profession.

b. Have the school nurse or health care worker demonstrate what happens to a person's body when they lift heavy objects and how the students can build bodies up to being able to lift necessary objects on the job.

c. Videotapes are helpful. National Safety Council has helped develop an eight minute file entitled, "A New Way to Lift," which can be rented from the University of Missouri-Columbia Academic Support Center.

1. Student will demonstrate proper lifting techniques. Go over the details in Worksheet FS #2 that provides step-by-step instruction on proper lifting techniques.

2. Student will develop a list of types of materials and activities they might be required to lift and/or do in a restaurant. Ideas to help get started might include:

   a. bussing tables and lifting the full tubs.
   b. moving heavy boxes of supplies.
   c. putting supplies on shelves.
   d. taking supplies down from shelves.

3. Student will practice proper lifting techniques. Teacher will need to provide boxes that can hold materials that weigh up to 50 lbs. The school cafeteria should be helpful in the activity. A box may have five 10 lbs. bags of sugar or two 25 lbs. bags or gallon cans. Assist students in realizing they do not always need to carry a heavy box, they can break the box down and take only so many items at a time.

4. Student will demonstrate reaching within a variety of situations.

5. Student will develop a list of food service type jobs that would require reaching. For example, wiping tables, getting items off high shelves, or in the back of bottom shelves, across counters.

6. Student will role play reaching tasks listed in previous activity. As students do this activity ask them to describe what they feel their muscles doing and what parts of their body they are using.

7. Student will observe and list ways he/she sees food service workers reaching in a fast food establishment, the cafeteria, and family members in the kitchen.

8. Student will develop a list of activities relating to food service that require individuals to use their hands. For example, taking cans out of a box and stacking on a shelf, peeling vegetables, opening jars, washing dishes and utensils, mixing batters.

9. Student will demonstrate the correct way to do each of the handling activities listed in the previous activity.

10. Student will use fingers to pick up small objects from a slick surface. Place $2.00 worth of change on a smooth, slick surface. Ask student to pick up specific combinations of coins. If he/she has difficulty picking them up, demonstrate how to put one finger on top of the coin and slide it into the other hand which is cupped at the edge of the table.

11. Student will make a salad, requiring the use of fingering, by doing the following:

    a. Pick grapes off their stems.
    b. Peel a banana.
    c. Slice the banana.

12. Student will identify specific "feeling" and shape words that are used in the food service area. The following words should be included in the feeling word list: smooth, fine textured, rough textured, coarse, medium, small, large, rectangular, round, crescent, clover leaf, jelly roll, 9 x 9 square, 9 x 13 rectangle.

13. Student will identify shapes as they are generally referred to by matching word to shapes.

14. Student will identify cooking utensils and dinnerware by matching with size and shape words. Demonstrate the size words to students by bringing in pans and dishes that the foods are cooked in. If a home economics room is available, three to four lessons provided by the home economics teacher in his/her room would be very helpful.

15. Student will identify food items by using size, shape and texture words. To further demonstrate size, food articles such as small, medium, and large oranges and onions may be used. These may also be used to demonstrate texture.

16. The student will recognize differences in textures. For texture and shape, bread dough is an excellent medium. Demonstrate coarse texture by showing three texturing grindings of whole wheat. Then again as the dough is beat and then kneaded. The smoothness of the dough after the final kneading provides an excellent continuum from coarse to smooth.

17. The student will demonstrate knowledge of shape. When the dough is ready to shape, demonstration of rectangular, jelly roll, clover leaf, small, round, etc. can then be demonstrated.

18. Given a variety of situations student will discriminate between degrees of a a liquid temperature. The temperature of liquids for cooking as well as washing dishes is very important. Provide students with the opportunity to test water that is cool, lukewarm, and hot by using their hands. Use a candy thermometer after each testing so correct temperatures and rough estimates may be coordinated. Practice until students can consistently identify cool, lukewarm, and hot within 2-3 degrees.

19. The student will identify boiling and scalding water and appropriate uses. Demonstrate boiling and scalding water to students. Relate these temperatures to cooking as well as temperature of water necessary for professional dishwashing.

20. The student will identify sizes and shapes of china serving pieces. Put the following terms on the blackboard: dinner plate, salad plate, bread and butter plate, saucer, and platter. Place the various china pieces on a table where they are visible. As each word is presented, identify the same china piece by pointing to it on the table.

21. Give each student a list of china pieces to collect. Display the pieces on a table in the front of the room. Have them identify and place the china pieces from their list on their desk.

22. Student will identify china pieces by size from cut out pictures of table settings in magazines or draw place settings.

23. Student will demonstrate the uses of separate china pieces. Discuss the purposes of the various pieces of china. Have student match the china piece with its use.

24. Student will demonstrate knowledge of proper table setting. Have student practice setting a table for a family dinner. The dinner should include serving a family of four and then six.

25. Student will locate information on packaged food products. Display a label from a can of a food product. Have the students locate the place where the following information is found on the can:

    a. the name of the product
    b. the ingredients
    c. the additives used, if any
    d. the net weight or volume
    e. the nutrition information
    f. the name and address of the manufacturer

26. Given a food can label, student will find the specific information listed on the label as directed by the teacher. (Use information from Activity #25 above.)

27. Student will rank can labels from the largest weight to the smallest weight. Place these on the bulletin board.

28. The student will demonstrate knowledge of the differences in container sizes.

    a. Give each student a copy of the common container sizes. Discuss the various sizes and foods placed in these containers.
    b. Set up the various container sizes around the room. Give each student several cans of food and have him/her place them in the correct category.
    c. Have the students role play going shopping. Give each student a list of net weights to buy. After selecting their groceries, have the students compare their selections.

29. The student will demonstrate practical use of net weight information. Give student problems in which they have to determine which product is the most economical buy using the net weights.

30. A variety of interest inventories that help individuals determine their preferences for working conditions are available. The high school counselor should be able to provide teachers with these. If one is not available from the counselor, he/she should be able to assist in finding resources. Or the teacher may use own inventory.

SUGGESTIONS FOR PARENTS:

1. Have student arrange pantry or shelves according to food category items, take everything off shelves and reorganize.

2. Provide opportunities for student to lift heavier materials demonstrating proper lifting techniques learned at school. Provide parents with the worksheets on lifting.

3. Have student be responsible for clearing table after dinner as well as wiping off table and counter.

4. Have student peel vegetables (potatoes, carrots, apples, etc.) for meals.

5. Have student chop or dice fruits and vegetables for meals.

6. Have student set table according to dinner need requirements. Vary them so student has to identify sizes and types of china and silverware pieces.

FOOD SERVICE WORKER

Aptitudes - indicates an ability to:

move the hands easily and skillfully (M-manual dexterity)
work with the hands in placing and turning motions (M-manual dexterity)

1. Student will analyze how he/she performs each of the following tasks in a station set up with a series of activities that simulate things that may be done in a food service setting (e.g., flipping hamburgers and pancakes, pouring water into a glass from a pitcher, scraping, washing, and drying dishes).

2. Student will demonstrate the previous skills to see how quickly and accurately he/she can complete each task. Have student work against his/her own time.

3. Student will demonstrate the ability to:

   a. Wipe tables.
   b. Sweep dirt into dust pans.
   c. Fill napkin holders.

4. Given a portable mixer or other electrical kitchen machine, student will clean it by taking it apart as needed and putting it back together, being sure to unplug it first.

5. Student will use hands by performing the following tasks:

   a. Fill salt and pepper shakers using a funnel.
   b. Open cans with hand held can opener.
   c. Turn lids on and off pint and quart jars.

SUGGESTIONS FOR PARENTS:

1. Provide student opportunities to do a variety of manipulative jobs in the kitchen:

   a. Sweeping floor and using dustpan.
   b. Folding dish towels and napkins.
   c. Fill salt and pepper shakers.
   d. Use electrical appliances and clean them.

2. Allow student to cook using the stove. In particular, cook foods that require stirring (puddings, hot cereals) and turning motions (flipping pancakes and hamburgers).

FOOD SERVICE WORKER

Temperament - indicates an ability to adapt to:

performing repetitive work, or to performing continuously the same work, according to set procedures, sequences, or pace
situations requiring the precise attainment of set limits, tolerances, or standards

1. Student will work three days in a row by following a set pattern for doing specific tasks. These tasks may be related to classwork or closer to other jobs. Provide food service related tasks such as filling salt and pepper shakers for 30 minutes following a specific sequence and filling to a specific level in each shaker (rice may be used instead of salt and pepper).

2. Student will wash silverware, dry silverware, and sort silverware into specific bins for 30 minutes.

3. Student will perform tasks that require following set specifications. Begin with cans that must be two levels high, all sorted according to food group (fruit, vegetables, etc.), front pictures out, all same sizes together.

4. Student will prepare a luncheon for other students or teachers in the building. Have each student responsible for preparing something that must be done in a specific order and way (e.g., a layered sandwich with the dressings and contents weighted out and in a specific order.

SUGGESTIONS FOR PARENTS:

1. Provide student with a schedule of three short tasks to do in the kitchen everyday. Follow this for one week and then change the tasks for the next week.

2. Provide student with opportunity to do tasks that must be done the same way in the same order each time, such as making sandwiches for lunches for a week at a time.

FOOD SERVICE WORKER

Vocational

Demonstrate knowledge of basic safety concepts
Identify common kitchen utensils and equipment

1. Student will demonstrate knowledge of safety procedures (see safety instructional module).

2. Student will identify common kitchen utensils and equipment and their uses (see instructional modules).

Date _____ 19___

M _____

No. _____

Reg. No.	Clerk	ACCOUNT FORWARDED		
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15	003041 - 3			

Your account stated to date. If error is found return at once.

Date _____ 19___

M _____

No. _____

Reg. No.	Clerk	ACCOUNT FORWARDED		
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15	003041 - 1			

Your account stated to date. If error is found return at once.

Date _____ 19___

M _____

No. _____

Reg. No.	Clerk	ACCOUNT FORWARDED		
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15	003041 - 5			

Your account stated to date. If error is found return at once.

Date _____ 19___

M _____

No. _____

Reg. No.	Clerk	ACCOUNT FORWARDED		
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15	003041 - 6			

Your account stated to date. If error is found return at once.

WORKSHEET

PROPER LIFTING TECHNIQUES WORKSHEET

1. Size up the load to be lifted. Do not even attempt to lift a large load alone. If you have any doubt about your ability to lift an object, ask for assistance.

2. Make sure you are well-balanced. Your feet should be apart to give you a broad base of support if you are lifting a heavy object or person.

3. Move close to what you are to lift. Do not reach for any object that is up high or over far. Get your body close to the object to be lifted. If it is up high, get on a ladder. (Use the proper method of climbing a ladder. See the Safety Module.)

4. Keep your back straight. Line up your back so you don't strain it. Bend at the knees and hips--NOT the back.

5. As you lift, straighten your legs. When you bend to lift something, bend your knees. To lift it, straighten your legs.

6. If you need to turn, shift the position of your feet, but do NOT turn your body. Twisting injures muscles.

7. If you are lifting with someone, lift smoothly. This avoids strain on your back which you would get from jerky movements. Count with the person to make sure the lift is smooth.

8. Push or pull a heavy object whenever possible. It is easier and safer.

9. Remember to use these skills all of the time to keep yourself safe.

RESOURCES

FOOD SERVICE

Academic Support Center
505 E. Stewart Road
University of Missouri-Columbia
Columbia, MO 65211

Film - "A New Way to Lift"

Glencoe Publishing
Front & Brown Streets
Riverside, NJ 08075
(800) 257-5755

Life Skills, Sasse, C., Hagy, A., Tybe, K, & Brinkley, J.

Illinois State Board of Education
Adult Vocational and Technical Education
Springfield, IL 62706

Food Service

Instructional Materials Laboratory
10 Industrial Education Building
University of Missouri-Columbia
Columbia, MO 65211

Food Service: Baking
Thirteen units including: ingredients, use and care of hand tools and equipment, weights and measures, cookies, yeast bread and rolls, sweet yeast dough products, quick breads, cakes, icings, pastries and pies, and fillings and toppings.

Food Service: Fast Foods
Nine units including: weights and measures, food quality and storage, salad station, preparation station, fry station, grill station, and service.

Food Service: Introduction
Seven units including: orientation, applying for a job, human relations, communications, sanitation, safety, and nutrition.

Food Service: Management
Nine units including: function and tools of management, cost controls, records for control, management reports, purchasing and receiving, storing and issuing, and personnel management and supervision.

Food Service: Production
Seventeen units including: use and care of hand tools and equipment, weights and measures, food quality and storage, spices, foods, and menu planning.

Food Service: Service

Nine units including: types of service, table setting, dining room personnel and procedure, sidework, customer/employee relations, salesmanship, safety, and sanitation in the dining room.

Food Service - Special Needs Curriculum

Fourteen units including: dishwashing, sidework, sanitation, storage, and safety. Self-paced, self-contained instructional material to assist students with special needs. Competency-based units are fully illustrated to assist comprehension, and procedure steps are simplified for easier explanation of each task.

Food Service - Vocabulary Module

Two units of terms: Food Service and Food Preparation. Four cassette tapes, 262 slides, instructor's guide, and one student work manual. Audio-visual presentation for improving comprehension of vocabulary terms in food service. Approximately 100 terms with audio cassettes and a four-slide sequence to explain each term.

Instructional Materials for Use with Educable Mentally Retarded Students in Home Economic Classes

Helps EMR students understand concepts in child development, personal development and family relationships, clothing and textiles, consumer education, and foods and nutrition. Includes annotated bibliography.

Restaurant/Institutional Food Service Supplementary Units

Special Needs Materials for Basic Homemaking

Twelve sample lessons based on Basic Core Home Economics I. Two lessons for each of the six home economics subject matter areas. Materials include an annotated bibliography, FHA/HERO section, definitions, and teaching techniques.

Maryland State Dept. of Education
Western Maryland Vocational Resource Center
Cresaptown, MD 21502

Food Service Skills: Teaching Special Needs Students, Brickel, M.

Rubbermaid
1147 Akron Road
Wooster, OH 44691

Small Wonders in the Kitchen

State Fair Community College
1900 Clarendon Road
Sedalia, MO 65301

Slides - "Application of Basic Math to Food Service"

INSTRUCTIONAL MODULE

VOCATIONAL AREA:
Food Service Worker

ACCESS SKILL: PREPARE A SIMPLE RECIPE

TASK ANALYSIS STEPS: A-F

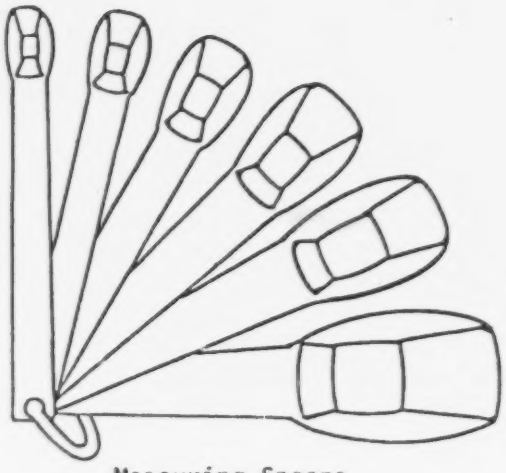
ACTIVITY	MATERIALS/RESOURCES
TASK A: Student will identify common kitchen utensils and small equipment.	
1. Make a bulletin board using pictures of kitchen tools and small equipment.	Magazines and pictures of kitchen utensils
2. Find pictures of essential tools needed in magazines. Make a scrapbook of needed tools.	
3. Post the chart from "Small Wonders in the Kitchen." Hand out Worksheet A3a with pictures of tools. Have students match their sheet with the chart and name the tools shown together. Tell them the names of any they do not know. Have students make a booklet with them. Then give each student a copy of Worksheets A3b, c, d, and e to add to their booklet after identifying each utensil. Have class discuss each one.	"Small Wonders in the Kitchen", a kit Worksheets A3a-e
4. Use Worksheet A4 word search puzzle and clues for a review or test on kitchen tools.	Worksheet A4a-f
5. Give an oral test in which students must find the utensil named and bring it to the teacher.	Variety of kitchen tools and small equipment
TASK B: Student will read a recipe or follow pictures in a picture cookbook.	
1. Obtain picture cookbooks or books with simplified recipes for the class. Have the group read through the entire recipe. Explain any procedure or tool used. Make sure each student can either read the recipe or follow the pictures.	
2. Obtain a file of pictorial recipes from companies or magazines. Have students make a classroom file of those recipes and read through several of them together.	Picture recipes from various companies and magazines such as Fleishmann's Yeast
3. Use Worksheets B3a-b for post test on reading directions, ingredients, measuring, and utensils.	Worksheets B3a-b
TASK C: Student will assemble ingredients and utensils.	
1. Assign two students to be responsible for assembling certain utensils and ingredients. Have these same students be responsible for putting these ingredients away immediately after their use. Start with the first item named in the recipe and go down the list. Have students put the item away immediately after it is used. This will help keep them from leaving out an important ingredient when mixing the recipe. When they get ready to cook or bake the item, if they have left out any ingredient it will still be on the table.	Ingredients and utensils needed for each recipe Simple recipe

ACTIVITY	MATERIALS/RESOURCES
TASK D: Student will perform steps indicated in a simple recipe.	
1. Demonstrate proper procedures needed in preparing the recipe such as greasing the pan, preheating the oven, mixing, etc. Have a question and answer period.	Ingredients to measure and measuring tools
2. Have each student role play performing one of the procedures used in cooking.	
3. Demonstrate proper ways to measure different types of ingredients and have students practice measuring techniques.	
4. Practice using a timer and judging time. Have students estimate how long five minutes is by setting the times and having them indicate each minute as it passes. This encourages them to remember to set the timer each time they cook.	Kitchen timer
5. Discuss Worksheet D5, safety rules, as applicable.	Worksheet D5
TASK E: Student will clean up after cooking.	
1. Have students put away each ingredient as it is used.	
2. Scrape and stack dishes. (Assign certain students to each job and rotate jobs as unit continues.) Measure soap into sink with bleach added for disinfecting (approximately 1 tablespoon) and fill with hot water. Wash dishes in this order: glasses, silverware, cups, plates, bowls, pots, and pans. Rinse each dish in hot water. Dry well or let drain.	Dish towels, dish soap, dish cloths, dish drainer, bleach, place for storage, sponges for cleaning, broom and dustpan
3. Put everything in its proper place. Wash off all work areas.	
4. Sweep floor.	
TASK F: Student will become familiar with sanitary and proper practices associated with working in a kitchen.	
1. Conduct a discussion around the concerns students might have about the way food is being prepared in an out-of-sight kitchen for them to eat. List these on the board. You may start them off by commenting on finding a long hair in their bread, or wondering if the cook licked his/her finger and then used it to taste the sauce before serving.	
2. Divide students into three groups. Give them three minutes to come up with do's and don'ts and other comments related to sanitation practices, efficiency, safety practices in either home, school, or job kitchens. Using Worksheet F2, list one from each section to help them get started. After three minutes have one person from each group go to the board and write their list. Or you may have them read them off and discuss the items and later make a large chart with these items on it for display.	Worksheets F2, F2a

ACTIVITY	MATERIALS/RESOURCES
TASK F: CONTINUED	
3. Using Worksheet F2, have the students do the exercise per the directions. You may need to read each item if the students are not skilled enough to do the written exercise. Be sure that a discussion follows the exercise. For those with short attention span this could be divided into three sections done at different times.	Worksheets F2, F2a
4. Have students develop a list of do's and don'ts for working in the kitchen based on the results of the previous activities. Use Worksheet F4 to help them get started. Have the class compare their class list to the one on Worksheet G4.	Worksheet F4

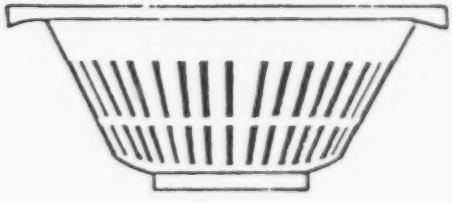
GUIDELINES FOR CHOOSING SMALL EQUIPMENT

- Buy according to the kinds and frequency of kitchen tasks performed.
- Avoid choosing complicated ones; they only add clutter to valuable storage space.
- Choose well-designed, easy-to-operate accessories that do not require complicated instruction books.
- Find large assortments of kitchen accessories in housewares departments of hardware, department and variety stores.
- Buy quality.
- Be sure that handles are comfortable to hold, sturdily made to withstand constant usage.
- Read and follow the manufacturer's suggestions for care and use.

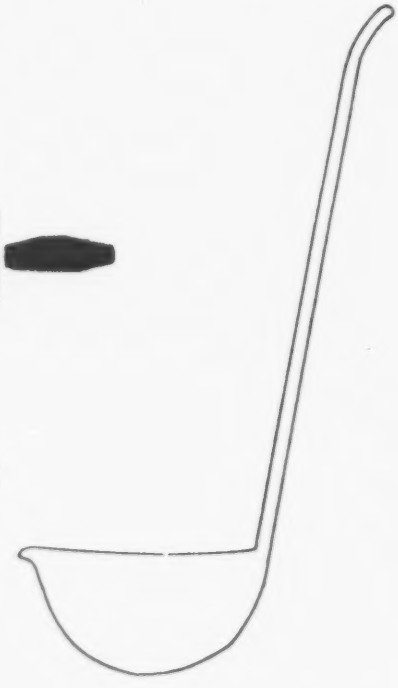


Measuring Spoons

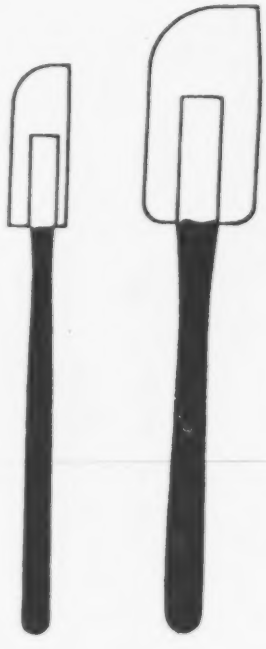
Rolling Pin



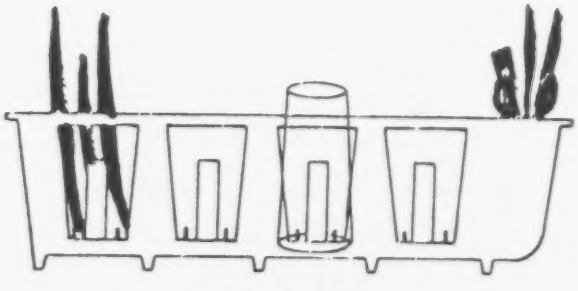
Colander



Ladle



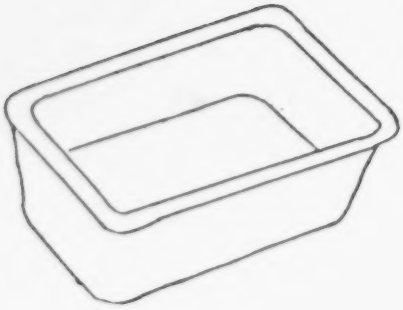
Spatulas



Dish Drainer

Worksheet A3b

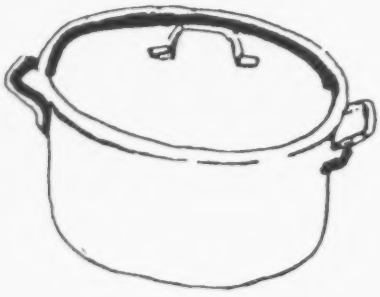
UTENSIL LIST



Loaf pan

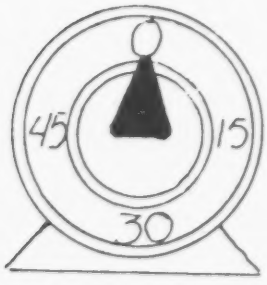
Baking dish

1cup measuring cup

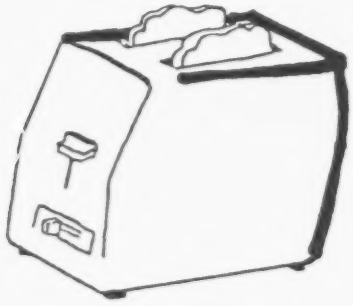


Baking dish

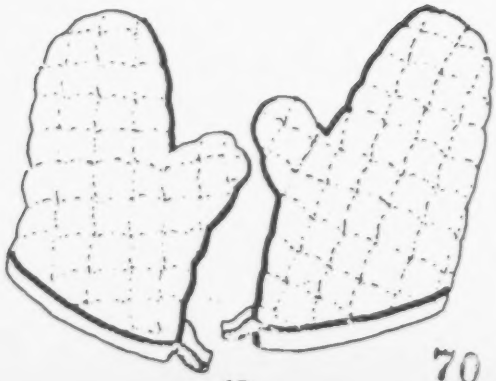
4 cup measuring cup

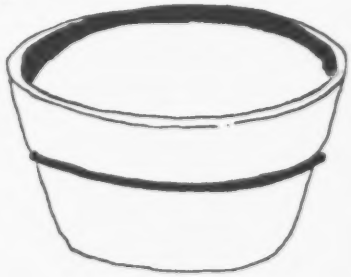


Timer



Toaster





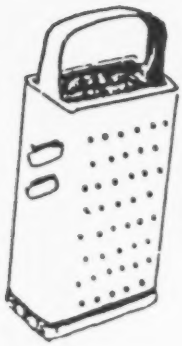
Mixing bowl

70

Cookie cutter

Vegetable brush

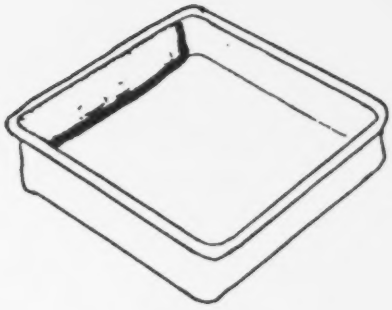
Egg beater



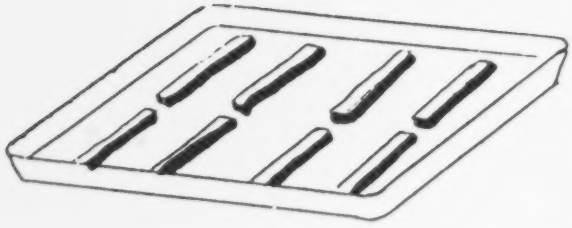
Shredder

1½qt. juice pitcher

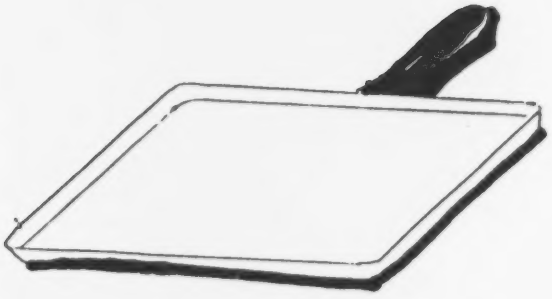
Worksheet A3c



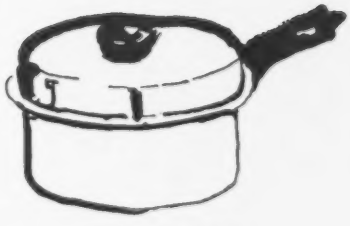
Cake pan



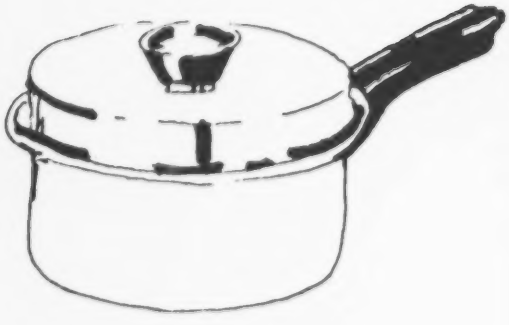
Broiler pan



Griddle



1 qt. sauce pan



2qt. sauce pan

4 qt. sauce pan

Worksheet A3e

Paring knife

Table knife

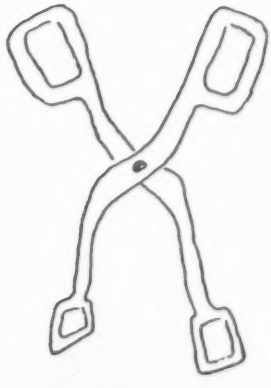
Tablespoon

Mixing spoon

Turner

Apple corer

Vegetable peeler



Tongs

Can opener

Worksheet A4a

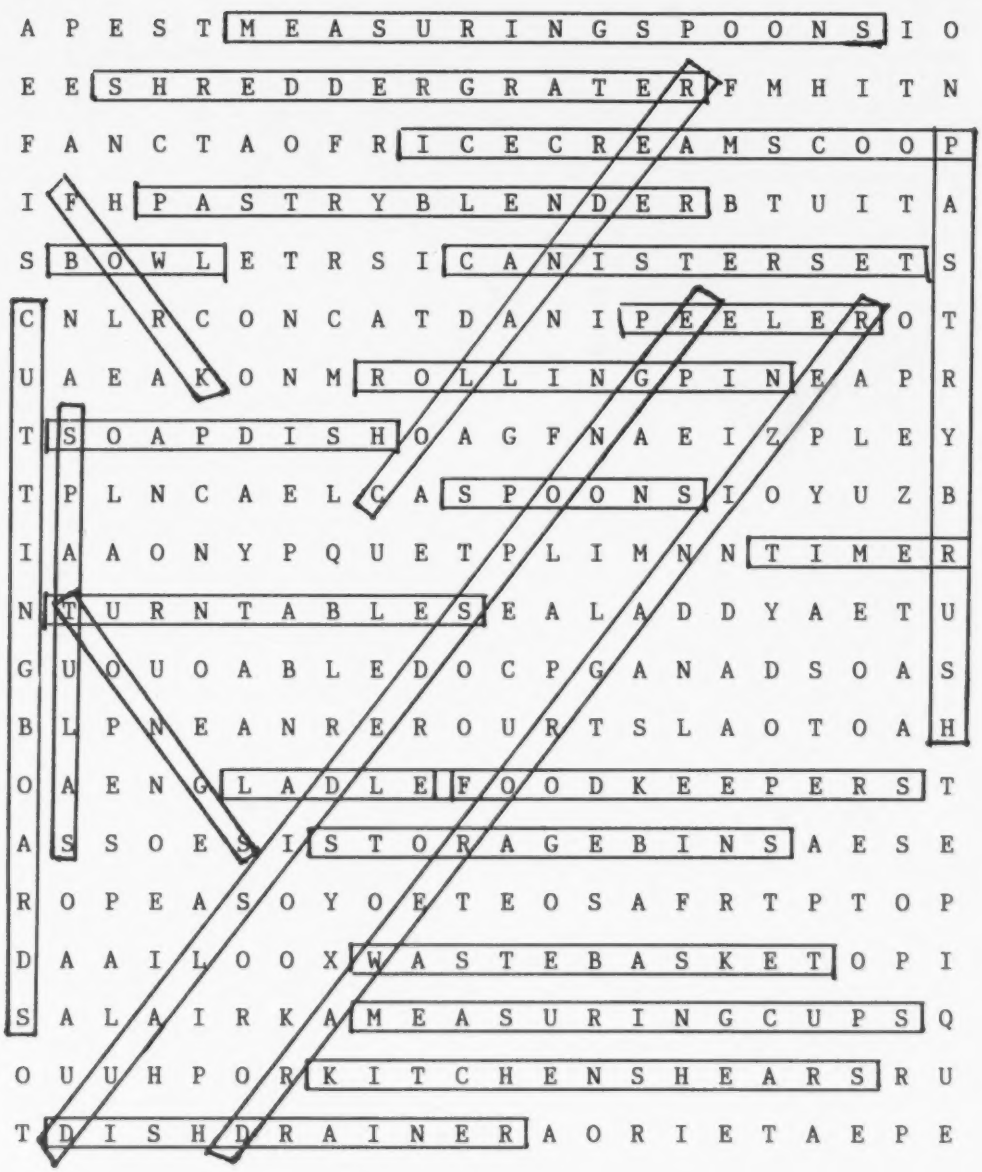
WORD SEARCH PUZZLE

A P E S T M E A S U R I N G S P O O N S I O
E E S H R E D D E R G R A T E R F M H I T N
F A N C T A O F R I C E C R E A M S C O O P
I F H P A S T R Y B L E N D E R B T U I T A
S B O W L E T R S I C A N I S T E R S E T S
C N L R C O N C A T D A N I P E E L E R O T
U A E A K O N M R O L L I N G P I N E A P R
T S O A P D I S H O A G F N A E I Z P L E Y
T P L N C A E L C A S P O O N S I O Y U Z B
I A A O N Y P Q U E T P L I M N N T I M E R
N T U R N T A B L E S E A L A D D Y A E T U
G U O U O A B L E D O C P G A N A D S O A S
B L P N E A N R E R O U R T S L A O T O A H
O A E N G L A D L E F O O D K E E P E R S T
A S S O E S I S T O R A G E B I N S A E S E
R O P E A S O Y O E T E O S A F R T P T O P
D A A I L O O X W A S T E B A S K E T O P I
S A L A I R K A M E A S U R I N G C U P S Q
O U U H P O R K I T C H E N S H E A R S R U
T D I S H D R A I N E R A O P I E T A E P E

measuring spoons
soap dish
wastebasket
tongs
colander
dish drainer
ladle
ice cream scoop
drawer organizer
rolling pin
pastry brush
shredder-grater
storage bins
peeler
turntables
kitchen shears
measuring cups
timer
spatulas
fork
spoons
pastry blender
dual-sided sponge
bowl
canister set
food keepers
cutting boards

Worksheet A4b

WORD SEARCH PUZZLE
Answer Key


A P E S T M E A S U R I N G S P O O N S I O
E E S H R E D D E R G R A T E R F M H I T N
F A N C T A O F R I C E C R E A M S C O O P
I F H P A S T R Y B L E N D E R B T U I T A
S B O W L E T R S I C A N I S T E R S E T S
C N L R C O N C A T D A N I P E E L E R O T
U A E A K O N M R O L L I N G P I N E A P R
T S O A P D I S H O A G F N A E I Z P L E Y
T P L N C A E L C A S P O O N S I O Y U Z B
I A A O N Y P Q U E T P L I M N N T I M E R
N T U R N T A B L E S E A L A D D Y A E T U
G U O U O A B L E D O C P G A N A D S O A S
B L P N E A N R E R O U R T S L A O T O A H
O A E N G L A D L E F O O D K E E P E R S T
A S S O E S I S T O R A G E B I N S A E S E
R O P E A S O Y O E T E O S A F R T P T O P
D A A I L O O X W A S T E B A S K E T O P I
S A L A I R K A M E A S U R I N G C U P S Q
O U U H P O R K I T C H E N S H E A R S R U
T D I S H D R A I N E R A O R I E T A E P E

Worksheet A4c

Now that you know about small wonders in the kitchen, see how many you can find. Fill in the blanks in the clues and then search for the words in the puzzle and circle them. You'll find them spelled vertically, horizontally, and diagonally. If one clue stumps you, go on to the next and try it later.

CLUES

1. ___Measuring spoons___ replace a dash of this here and a dash of that there. With them you can follow recipes accurately.

2. A ___soap dish___ keeps the soap where it belongs and drains excess water to keep it dry.

3. Every room has one to hold refuse and cut down on trips to the garbage can. A ___wastebasket___ should be light-weight, colorful, easy-to-clean and not rust or dent.

4. ___Tongs___ are good for turning meats without puncturing them or for handling barbecued foods. They are also handy for removing eggs from boiling water or baked potatoes from the oven.

5. With the round cup on the end of a long handle, the ___ladle___ is used to serve soups, gravies and heavy chowders that are difficult to pour.

6. A ___colander___ is essential for draining fruits, vegetables, salad greens, noodles and spaghetti.

7. Valuable time and effort can be saved when dishes air dry in a sturdy ___dish drainer___.

8. An ___ice cream scoop___ is special because of its super strong shank and the attractive ice cream shape it forms.

9. A ___drawer organizer___ is a little box which allows you to unclutter a messy drawer and put everything in its place.

10. A ___rolling pin___ is a must for any baking involving pastry dough, for crushing crackers or dry bread into crumbs.

11. This natural bristle ___pastry brush___ is used to brush on butter, barbecue sauces, pizza mixtures and for basting in the oven or the barbecue or rotisserie.

12. The ___shredder-grater___ is a four-sided tool that enables you to grate cheese or shred vegetables.

13. ___Storage bins___ are self-stacking bins which let hardy fruits and vegetables roll right to you.

14. A ___peeler___ is a necessity for removing any fruit and vegetable skins. Its floating blade lets you work in either direction.

Worksheet A4d

CLUES

15. Round-shaped ___turntables___ are for cabinet storage; they help to organize things and spin around so everything is at your fingertips.

16. Special ___kitchen shears___ are a great help for cutting meat, fish, fowl, bones and vegetables. They'll also snip herbs, trim artichokes, and cut open bags and frozen food pouches.

17. ___Measuring cups___ are used for liquid and dry ingredients and assure accuracy in following recipes. Without them you might guess a handful here or a handful there.

18. A ___timer___ will tell you when your food is done and is essential for controlling cooking within a 60-minute period.

19. Stainless-steel ___spatulas___ of various widths and flexibilities help you turn everything from pancakes and scrambled eggs to meats and fish. A narrow one spreads sandwich filling in a jiffy and helps frost a cake super fast.

20. A three-tined ___fork___ transfers heavy meats and poultry from pan to platter without danger of slipping or sliding.

21. Use wooden ___spoons___ to stir hot foods without transferring heat from the handle to your hand.

22. A multi-bladed ___pastry blender___ shortens the time it takes to cut shortening into flour. It's also used for mixing meat loaf, breaking up butter, blending cream cheese mixtures, faster creaming and crushing berries.

23. One side of a ___dual-sided sponge___ is for light cleaning and the other a special surface for scrubbing. It's very absorbent and rinses clean easily.

24. A mixing ___bowl___ with a curved handle is easier to get a nice firm grip on and easier to pour from.

25. A ___canister set___ is made up of several cylindrical containers which are indispensable for storing pantry staples such as flour, sugar, tea and coffee.

26. ___Food keepers___ come in rectangular and bowl shapes and in several different quart capacities for air-tight storage of leftovers.

27. ___Cutting boards___ protect counter and table surfaces from a sharp knife when carving meats.

Worksheet A4e

Now that you know about small wonders in the kitchen, see how many you can find. Fill in the blanks in the clues and then search for the words in the puzzle and circle them. You'll find them spelled vertically, horizontally, and diagonally. If one clue stumps you, go on to the next and try it later.

CLUES

1. _____ replace a dash of this here and a dash of that there. With them you can follow recipes accurately.

2. A _____ keeps the soap where it belongs and drains excess water to keep it dry.

3. Every room has one to hold refuse and cut down on trips to the garbage can. A _____ should be light-weight, colorful, easy-to-clean and not rust or dent.

4. _____ are good for turning meats without puncturing them or for handling barbecued foods. They are also handy for removing eggs from boiling water or baked potatoes from the oven.

5. With the round cup on the end of a long handle, the _____ is used to serve soups, gravies and heavy chowders that are difficult to pour.

6. A _____ is essential for draining fruits, vegetables, salad greens, noodles and spaghetti.

7. Valuable time and effort can be saved when dishes air dry in a sturdy _____.

8. An _____ is special because of its super strong shank and the attractive ice cream shape it forms.

9. A _____ is a little box which allows you to unclutter a messy drawer and put everything in its place.

10. A _____ is a must for any baking involving pastry dough, for crushing crackers or dry bread into crumbs.

11. This natural bristle _____ is used to brush on butter, barbecue sauces, pizza mixtures and for basting in the oven or the barbecue or rotisserie.

12. The _____ is a four-sided tool that enables you to grate cheese or shred vegetables.

13. _____ are self-stacking bins which let hardy fruits and vegetables roll right to you.

14. A _____ is a necessity for removing any fruit and vegetable skins. Its floating blade lets you work in either direction.

Worksheet A4f

CLUES

15. Round-shaped _____ are for cabinet storage; they help to organize things and spin around so everything is at your fingertips.

16. Special _____ are a great help for cutting meat, fish, fowl, bones and vegetables. They'll also snip herbs, trim artichokes, and cut open bags and frozen food pouches.

17. _____ are used for liquid and dry ingredients and assure accuracy in following recipes. Without them you might guess a handful here or a handful there.

18. A _____ will tell you when your food is done and is essential for controlling cooking within a 60-minute period.

19. Stainless-steel _____ of various widths and flexibilities help you turn everything from pancakes and scrambled eggs to meats and fish. A narrow one spreads sandwich filling in a jiffy and helps frost a cake super fast.

20. A three-tined _____ transfers heavy meats and poultry from pan to platter without danger of slipping or sliding.

21. Use wooden _____ to stir hot foods without transferring heat from the handle to your hand.

22. A multi-bladed _____ shortens the time it takes to cut shortening into flour. It's also used for mixing meat loaf, breaking up butter, blending cream cheese mixtures, faster creaming and crushing berries.

23. One side of a _____ is for light cleaning and the other a special surface for scrubbing. It's very absorbent and rinses clean easily.

24. A mixing _____ with a curved handle is easier to get a nice firm grip on and easier to pour from.

25. A _____ is made up of several cylindrical containers which are indispensable for storing pantry staples such as flour, sugar, tea and coffee.

26. _____ come in rectangular and bowl shapes and in several different quart capacities for air-tight storage of leftovers.

27. _____ protect counter and table surfaces from a sharp knife when carving meats.

Worksheet B3a

FOLLOWING BAKING DIRECTIONS

What's your favorite food? Not long ago, Scholastic asked nearly 50,000 teenagers that question. More than 41% gave us the same answer. Can you guess what it was? If you said pizza, you're right.

Below are some directions that you might find on a box of frozen pizza. Read the directions carefully. Then see if you can answer the questions.

MAMMA MIA'S FROZEN PIZZA

BAKING INSTRUCTIONS:

1. Preheat oven to 350 .
2. Remove frozen pizza from package.
3. Place pizza on preheated cookie sheet or pizza tin and place on the middle rack of the oven.
4. Bake for 20 minutes.
5. After 20 minutes, remove pizza from oven. Add anchovies, sausage and pepperoni, if desired.
6. Turn oven temperature up to 450 .
7. Place pizza under the broiler for 2-3 minutes.

FOR A SOFTER CRUST

1. Preheat oven to 300 .
2. Remove frozen pizza from package.
3. Place pizza on preheated cookie sheet or pizza tin and place on the middle rack of the oven.
4. Bake for 30 minutes.

Questions

1. You like your pizza with a soft crust. You put it into the oven at 3:00. When should you take it out? _____

2. What is the total baking time for a regular pizza? _____

3. You preheat the oven to 350 . You take the pizza out of the box. You take a cookie sheet from the shelf and place the pizza on it. Then you put the pizza in the oven. What did you forget to do?

   _____

4. You are making a regular pizza. You've baked it for 20 minutes. Then you added the sausage, pepperoni and anchovies. You turned the heat up to 450 . Then you put it back in the oven. What did you do wrong?

   _____

5. Should you allow the frozen pizza to thaw before baking? _____

Worksheet B3b

PRACTICAL ARTS EXAM: FOODS

Use this recipe to answer the following questions:

FUDGE ICING:
2 cups sugar
1 c. milk or water
1/4 tsp. salt
2 sq. chocolate, finely cut
2 T. light corn syrup
1 tsp. vanilla

1. Mix sugar, milk, salt, chocolate and syrup in saucepan.
2. Cook over low heat, stirring gently until sugar is dissolved.
3. Cook sugar mixture, covered, for 2 to 3 minutes.
4. Continue cooking sugar mixture, uncovered, until soft ball forms in icy-cold water.
5. Set aside and cool pan to lukewarm.
6. Add vanilla and heat fudge until creamy (shiny appearance disappears). Spread quickly.

1. First, I mix sugar, milk, chocolate and syrup in saucepan. Then I cook it over low heat. What did I forget to add? _____

2. What should I do while I cook it over low heat? _____

3. How long must I cook it with a lid on it? _____

4. What kind of water do I use to see it if will form a soft ball?

_____

5. How cool should the pan be before I add the vanilla? _____

6. After I add the vanilla, what do I do with the fudge?

_____

7. What happens to the fudge when it gets creamy? _____

8. Plan a menu for a whole day's meals including all the foods needed for a balanced diet in each of the four food groups.

9. Draw a place setting including the fork, knife, spoon, plate and glass.

10. Tell how to measure flour, shortening and milk.

Worksheet D5

SAFETY RULES

1. Tie your hair into a scarf or wear a hairnet.
2. Put on a clean apron.
3. Wash your hands. Use soap and water.
4. Hold your cookbook open with rubber bands to the recipe you want.
5. Read the recipe all the way to the end. Make sure you know what it says.
6. Get out all the ingredients and utensils you will need. Put them on the table.
7. Have a clean dry dishcloth or sponge ready to wipe up spills.
8. Use wooden spoons to mix hot foods.
9. Use pot holders to lift hot things.
10. Be sure to turn the pot handles sideways on the stove.
11. When you take off the lid from a pot on the stove, lift the lid tilted away from you so the steam will not burn you.
12. Never wipe a hot stove with a wet rag.
13. Do not drop things into hot water or grease. Put them in slowly.
14. Work slowly, carefully and safely.
15. Be careful with sharp knives--you can't buy new fingers.
16. When using a knife or any other sharp instrument, never try to do anything else at the same time. When you have finished using a knife, put it in a safe place. Then you are free to do something else.
17. Always wait for hot fat to cool a little before adding any liquid to it.
18. When taking a dish out of the oven, place it on a warm surface--you might find the dish will break if you put it on a cold surface.
19. Never put something hot on a table covered by a tablecloth if there are very tiny children around you--they could pull it onto themselves.
20. Accidents can happen--if you cut or burn yourself, follow the first aid instructions.

Worksheet F2

PRACTICES FOR FOOD HANDLING

Directions: For each of the following practices, check where you have or will practice each.

Home	School	Job		
				Sanitation Practices
_____	_____	_____	1.	Wash hands thoroughly with soap and water. Be sure nails are clean.
_____	_____	_____	2.	Keep hands away from face. Hands that have touched your face or hair are dirty.
_____	_____	_____	3.	Dry hands on a paper towel, NEVER on dish towels.
_____	_____	_____	4.	Fasten long hair back with a ribbon, yarn or rubber bands.
_____	_____	_____	5.	Anything dropped on the floor is discarded or, when possible, well cleaned.
_____	_____	_____	6.	Do not touch food with the hands unless it is absolutely necessary.
_____	_____	_____	7.	NEVER comb hair in the food preparation area.
_____	_____	_____	8.	Be sure paper, or a paper or plastic bag, is in the garbage can.
_____	_____	_____	9.	Do not taste food during preparation. Do not lick fingers.
_____	_____	_____	10.	Do not cook if you are sick.
				Safety Practices
_____	_____	_____	1.	Use pot holders to remove hot containers from the range.
_____	_____	_____	2.	Place sauce pans with handles turned toward the back of the range.
_____	_____	_____	3.	Work on cabinets opposite stove. Never place paper near burners.
_____	_____	_____	4.	Close cupboard doors and drawers after use.
_____	_____	_____	5.	Wipe up spills on work surfaces or floor immediately.
_____	_____	_____	6.	Only one student should use the chopping board at one time.
_____	_____	_____	7.	Have hands, shoes and counters dry when using electrical appliances.
_____	_____	_____	8.	Plug and unplug electrical appliances by holding plug, not cord.
_____	_____	_____	9.	Electrical appliances are not to be placed in the dish water.
_____	_____	_____	10.	Lay sharp knives, peelers and choppers carefully aside after using.
_____	_____	_____	11.	Check to be sure burner or oven is off when cooking is complete.
_____	_____	_____	12.	In case of fire, student safety is of first concern.

Worksheet F2a

Home	School	Job	Efficiency
_____	_____	_____	1. Learn location of equipment and return it to the correct place.
_____	_____	_____	2. Stay in assigned kitchen and use own equipment. NO BORROWING--without teacher's or supervisor's permission.
_____	_____	_____	3. Leave unit kitchen in good order.
_____	_____	_____	4. Assume responsibility for own actions. Don't blame someone else for your mistakes.
_____	_____	_____	5. Keep dislikes of foods to yourself. It is impolite to impose them on others.
_____	_____	_____	6. You do not have to eat, but do sit with group and make contributions to pleasant table conversation.
_____	_____	_____	7. Make written plans that include the serving and cleaning up of kitchen.
_____	_____	_____	8. NO PLAYING AT ANY TIME! Cooking is fun but not play.
_____	_____	_____	9. Do not take food from the foods lab without the teacher's permission.
_____	_____	_____	10. IF TIME MAKES IT NECESSARY TO CHOOSE BETWEEN EATING AND CLEANING UP--THE ROOM HAS TO BE CLEANED UP!
_____	_____	_____	11. Put watches, rings, etc., into your pocket or purse. Do not put them on tables or counters.
_____	_____	_____	12. Wash by hand any cooking utensils used for cooking. Dishes, glasses and silver go into the dishwasher.
_____	_____	_____	13. Stand up. Do not lean on the counters.
_____	_____	_____	14. Only one person in a kitchen goes to the stockclerk for supplies. The stockclerk distributes food supplies from storage area and refrigerator.
_____	_____	_____	15. Put dirty dish towels into the washing machine.
_____	_____	_____	16. Rinse dishes in own kitchen unit before putting into dishwasher.

Worksheet F4

DO'S AND DON'TS FOR WORKING IN THE KITCHEN

DO'S:

1. Wash hands thoroughly with hot water and soap before handling food or equipment.
2. Arrange hair neatly.
3. Control long hair with headband, ribbon, hair net or chef's hat.
4. Wash hands as often as they become sticky.
5. Cover mouth with a tissue or handkerchief when you cough.
6. Keep tissues or handkerchief out of sight.
7. Keep combs out of sight.
8. Wash hands immediately after touching hair, face or handkerchief.
9. Keep fingernails clean.
10. Use a separate spoon for tasting.

DON'TS:

1. Use utensils once they drop on the floor.
2. Wear soiled clothing.
3. Comb hair or put on makeup in the kitchen.
4. Wipe hands on clothes or aprons while preparing food.
5. Touch face or hair while handling food.
6. Use dish towels once they drop on the floor.
7. Handle food or utensils with soiled hands.

INSTRUCTIONAL MODULE

VOCATIONAL AREA:
Food Service Worker

ACCESS SKILL: IDENTIFY SAFETY HAZARDS AND EXERCISE PREVENTATIVE MEASURES AND SAFETY RULES.

TASK ANALYSIS STEPS: A-I

ACTIVITY	MATERIALS/RESOURCES
TASK A: Student will define and identify safety hazards.	
1. Have student define the term "safety hazards".	
2. From a picture of a kitchen, have students identify at least ten safety hazards.	Worksheet A2
TASK B: Student will give examples of emergencies.	
1. Have students make a list of common emergencies they have encountered in the kitchen or in a restaurant in the past year.	
2. Have students watch TV one evening and list the kinds of emergencies that occurred in a kitchen or eating place.	
TASK C: Student will read and understand safety directions.	
1. Introduce words or phrases by writing them on the chalkboard. Write definitions for these words. Also discuss symbols that are used such as the skull and crossbones. Divide the students into small groups and have them review the vocabulary words and definitions.	Worksheet C1
2. Have the students bring in various kitchen household products with labels on them. Help them locate the safety directions under clue words such as caution or warning. Have them circle any unfamiliar terms. Also have them locate the directions for first aid and circle any unfamiliar terms. You should have enough on hand so each student can have one product to use.	
3. Give the students various product labels and have them read the safety instructions and directions for first aid treatment. Ask the students questions.	Worksheet C3
TASK D: Student will identify safety rules to be followed in the kitchen.	
1. Review Worksheet A2 and identify the hazards in the kitchen. Have the student list a safety rule for each hazard.	Worksheet A2
2. Have students identify hazards in their kitchen at home. Bring the lists to school and ask students to identify safety rules that should have been followed.	
3. Collect an assortment of sharp or pointed objects found in the kitchen such as knives, forks, and an ice pick. Have students locate the sharp end of the object.	Knives, forks, ice pick, other sharp objects found in a kitchen
4. Demonstrate the proper way to pass pointed or sharp objects to another person - with the blunt end or handle first.	Knives, sharp objects (Have all sharp edges

ACTIVITY	MATERIALS/RESOURCES
TASK D: CONTINUED	
Then have students practice passing sharp objects. Also demonstrate the proper way to carry a sharp object - with the sharp edge or point directed downward and away from the body. Then have students practice carrying sharp objects across the room.	protected when using to avoid accidents during this activity.)
5. Collect an assortment of knives used in the kitchen. Have students discuss the characteristics of the knives and their uses.	Worksheet D5
6. Have students differentiate between various knives. Give student various food cut with knives. Have them match the food cut with the appropriate knife.	Worksheets D6 and D6a
7. Divide the students into three groups. Have one group list safety rules involving cooking, another group list safety rules involving the handling and use of knives, and the third group identify general safety rules to observe in the kitchen.	Worksheet D7
8. Have each student make a poster depicting a safety rule to be followed in the kitchen.	Posterboard, paint, crayons, pencils, magazines, catalogs, glue, scissors
9. Role play the following situations: a. You are peeling tomatoes with a paring knife and you cut your finger. What do you do? b. The chef is cutting up a chicken. The butcher knife slips and he cuts his arm severely. What do you do?	See First Aid Package
TASK E: Student will recognize and identify hot surfaces and demonstrate ways to keep oneself and others safe from hot water and hot surfaces.	
1. Introduce the lesson to the students by asking them to name some "hot" things they are familiar with which might burn them. Ask them to think of as many as possible. (They might name stoves, ovens, furnaces, hot water pipes, fireplaces, cigarettes, metal exposed to sunshine, motorcycle and other exhaust pipes, etc.)	
2. Discuss burns with the students and ask them to label some common causes of burns (carelessness with cigarettes or matches, scalds from hot liquids, use of strong chemicals, defective heating, cooking, electrical equipment, use of open fires, getting into overly hot bath water, etc.). Tell them that a burn is an injury which results from heat, chemical agents, or radiation (like from the sun), and it can cause serious illness, injury, or possible death.	
3. Bring into the classroom some of the above mentioned causes of burns (those which are safe to show), or show pictures of some of these burn causing agents. Ask the students to determine the reason these things might cause burns and how the burns can be prevented. For example, show the students a drawing of someone getting into a tub of steamy hot bath water and getting burned. Ask the students how that could be prevented. They might need to get into small groups to be sure they do not leave out any possible prevention methods. For examples see Worksheet E3.	Materials which show possible burn agents Pictures of burn causing agents or hot surfaces and/or Worksheet E3

ACTIVITY	MATERIALS/RESOURCES
TASK E: CONTINUED	
4. Show the film "Kitchen Safety: Preventing Fires" and discuss grease fires and cleaning stove hoods and duct systems to keep them safe. Also discuss fires in deep fat fryers, grills, trash cans, and electrical equipment.	"Kitchen Safety: Preventing Fires" "Fire Prevention: In the Home" Both are available from the Academic Support Center at UMC
5. Discuss with the students that sometimes a burner doesn't look hot, but it is. We must know ways of checking hot surfaces without burning ourselves. Ask how many students are familiar with "hot wires." Explain to the students that these wires may not be hot to the touch, but could electrocute or burn a person if handled in the wrong way. We must therefore learn to handle the wires safely. Follow up with the movie "Fire Prevention: In the Home" which discusses fires in electrical outlets, and other danger spots such as the attic and basement.	
6. Cut several strips of paper and write various fire hazards on the paper. Ask each student to pantomime what they would do if they were injured in that way. Then ask another student to role play or tell ways that type of injury might be prevented. For example, a student might pull a slip of paper with the words "cigarette burn" written on it. The student would act out getting a cigarette burn--maybe by sitting in a chair and falling asleep with a make-believe cigarette in his/her hand. The other student would act out the part of prevention by simply putting out the cigarette before closing his/her eyes while sitting in the chair.	Strips of paper with fire hazards written on them
7. Invite someone from the Fire Department or a local restaurant to talk about fire safety and keeping oneself safe from burns or hot surfaces that could potentially burn.	Guest speaker
8. Ask students to list as many incidents as they can possibly think of in which someone might get burned. Have the students take the paper home and check with their parents to see if their home is safe from these burn possibilities.	
TASK F: Student will identify safety rules to be followed in the use of tools and equipment.	
1. Have students list tools and equipment they use at home in the kitchen.	Magazines, catalogs, scissors
2. Review Worksheet A2 and identify the hazards involving tools and equipment. Have students write a safety rule for each hazard.	Worksheet A2
3. Discuss the functions of various tools and equipment, such as a mixer, meat slicer, power saw and drill. Have students give examples of their uses and dangers in using them.	Pictures of the tools and equipment listed in F3
4. Divide the students into six groups. Use the following categories: Using tools, care of tools, appropriate clothing, general safety rules, housekeeping, and first aid. Have the students write safety rules concerning tools and equipment for each category. Then, as a group, have students discuss why these rules are important.	Worksheets F4 and F4a

ACTIVITY	MATERIALS/RESOURCES
TASK G: Student will identify safety rules to be followed concerning electrical equipment.	
1. Have student list electrical equipment they have seen used in the kitchen. Students can make a bulletin board display of electrical kitchen equipment.	Magazines, catalogs, scissors
2. Review Worksheet A2. Have students identify hazards involving electrical equipment. Discuss possible safety rules.	Worksheet A2
3. Divide the students into two groups. Have them identify safety rules involving electrical equipment.	Worksheet G3
4. Have students discuss why it is dangerous to plug or unplug an appliance with wet hands and why you do not open the refrigerator while holding your hand under water in sink.	
5. Have students make a poster depicting a safety rule involelectrical equipment in the kitchen.	Poster board, glue, scissors, magazines, catalogs, pencils, crayons
6. Review the first aid treatment for electrical shock. Role play the following situation: Your friend plugs in the portable electric mixer and falls to the ground. The mixer is still in his hand. What do you do?	First Aid Module
TASK H: Student will identify safety rules to follow in order to prevent a fire.	
1. Have students discuss fires they have seen or experienced. Discuss the cause(s) of the fire and how it could have been prevented.	
2. Conduct a simple experiment using a match and a glass which is lowered over the match. Explain fire needs fuel, air, and heat.	Match, glass
3. Have students list and prepare a bulletin board display of home and school areas in which fires could start. Discuss why these areas have more fires.	Magazines, scissors
4. Divide the students into three groups. Have them identify ways to prevent fires in the kitchen.	Worksheet H4
5. Discuss the three basic ways to put out a fire and methods to use to prevent a fire from getting larger in the kitchen.	Worksheet H5
6. Discuss the fact that smoke, not flames, is the real killer in a fire. Find articles in newspapers dealing with fires. Determine if the people died from the smoke or fire.	Newspapers
7. Discuss the three types of fires found in kitchens: oil, grease, or electrical. Stress relationship to restaurant. Invite fireman in to speak on this matter. Have students discuss methods to use to put out each type of fire. Have students make a chart listing the types of fires and what should and should not be used to put them out.	Worksheet H7 Guest Speaker - Fireman
8. Have the students develop a fire plan and discuss the reasons why it is important to have a fire plan for a fire in a kitchen or restaurant. a. Alert any others. b. Get out. c. Family members meet outside. d. Notify the fire department. e. Do not go back in.	During Fireman's visit

ACTIVITY	MATERIALS/RESOURCES
TASK H: CONTINUED	
9. Have students discuss what to say when reporting a fire. List the steps on the blackboard.	Worksheet H9
10. Have students prepare a skit showing careless actions which might cause a fire. Then role play appropriate action to prevent a fire.	
11. Have students role play the following kitchen fire problems for students to solve: a. A smoke-filled room. b. A fire which has just started. c. A fire on top of the stove. d. A grease fire in the oven.	
12. Review fire safety rules with students. Use Worksheet H12 for discussion, then have student complete form.	Worksheet H12
TASK I: Student will identify safety rules to follow concerning poisonous materials.	
1. Divide the students into two groups. Have one group list poisonous chemicals and the other group list poisonous foods or processes in the kitchen that can poison. Compile the list and write it on the blackboard or a transparency.	Worksheet I1
2. Discuss food poisoning. Have students list foods that can cause food poisoning if not properly chilled. Discuss how a person can tell if food in a can is spoiled: a. cans that have bulged ends b. dented cans c. fizzing of the can when opened	Worksheet I2 Samples of bad cans Refrigerated food with mold on it
3. Discuss other foods and how a person can tell if the food is spoiled.	Worksheet I3
4. Discuss symptoms of poisoning. Divide the students into two groups. Have one group identify symptoms of food poisoning and the other group identify symptoms of chemical poisoning.	Worksheet I4
5. Have students verbally review the first aid treatment for poisoning.	First Aid Package
6. Have students make a poster depicting a safety rule involving poisonous materials.	Poster board, glue, scissors, magazines, pencils, crayons
7. Role play the following situations: a. You are asked to speak before the second grade class on chemical poisoning. What will you talk about? b. You see that your mother is about to open a can of vegetables in which both ends of the can bulge out. What do you do?	
8. Discuss and distribute information on botulism.	

Worksheet A2

SAFETY HAZARDS

Circle and list the hazards you find in the picture below.

LIST

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Worksheet A2 Answer Key

1. Overloaded electrical circuit
2. Spill on the floor
3. Spill on the cabinet
4. Open cupboard doors
5. Using an apron to handle the hot pan
6. Pan on the stove turned toward the outer edge of the stove
7. Barefoot
8. Pot holder on the stove
9. Sharp knife stored on counter
10. Using toaster while holding hot pan
11. Other possibilities

Worksheet C1

SAFETY INSTRUCTION PHRASE VOCABULARY

Instructions: Write a definition or example of a phrase meaning next to that word or phrase.

Poison

Danger

Combustible

May cause severe eye irritation

Ignite

For external use only

Flush

Ingest

Antidote

Flammable mixture

Shock hazard may exist

May be fatal or cause blindness if swallowed

Vapors harmful

May be harmful if swallowed

Skin irritant

Do not use near open flame

Do not take internally

Induce

Well-ventilated

Keep out of reach of children

Do not puncture

Worksheet C3

READING SAFETY INSTRUCTIONS

Fuel System Antifreeze

POISON FLAMMABLE, FATAL or cause blindness if swallowed. Cannot be made non-poisonous.

FIRST AID: If swallowed, induce vomiting immediately (1 tablespoon of salt in a glass of water) and repeat until vomit fluid is clear. Call a physician. Contains over 40% methanol.

Heat (above 120° F) may cause bursting. Do Not use near fire or flame. Keep out of prolonged sunlight. Do not puncture.
KEEP OUT OF REACH OF CHILDREN

Drain Cleaner

DANGER POISON

HARMFUL OR FATAL IF SWALLOWED. CAUSES SEVERE BURNS.
CONTAINS CAUSTIC SODA (LYE). DO NOT GET IN EYES, ON SKIN, ON CLOTHING. DO NOT SWALLOW OR INGEST.
ALWAYS KEEP OUT OF THE REACH OF CHILDREN.
STORE ON HIGH SHELF OR IN LOCKED CABINET.
FIRST AID – SKIN – Flush with water for fifteen minutes EYES – immediately hold face under running water for twenty minutes with eyes open, by force if necessary. Then cover with clean dressing or sheet. IN MOUTH OR IF SWALLOWED – DO NOT induce vomiting. Clear mouth. Give (drink) large quantities of MILK or water. Then seek medical care immediately.
Transport victim to nearest emergency center or call physician.

Answer the following questions concerning the antifreeze.

1. What does the skull and crossbones mean?
2. Why should this product not be used near fire or flame?
3. What does "do not puncture" mean?
4. What is the first aid treatment if this product is swallowed?
5. This produce says "keep out of reach of children". Where would be a good place to store it?

Answer the following questions concerning the drain cleaner.

1. Where should the drain cleaner be stored?
2. What are the dangers of the drain cleaner?
3. What do you do if you spill some on your hands?
4. What should you do if a child accidentally swallows some drain cleaner?

ANSWER KEY:

Antifreeze:
1. The product is poisonous and may be fatal if taken internally.
2. It is flammable; it may cause bursting.
3. Do not pierce the can with a pointed object.
4. Induce vomiting immediately using 1 tablespoon of salt in a glass of water. Repeat until vomit fluid is clear. Call a physician.
5. In a locked cabinet; in a high cabinet children cannot reach.

Drain Cleaner:
1. High shelf or in a locked cabinet, out of the reach of children.
2. Poisonous; harmful or fatal if swallowed; causes severe burns.
3. Flush with water for fifteen minutes and transport victim to nearest emergency center or call physician.
4. Do not induce vomiting. Clear mouth. Give large quantities of milk or water. Seek medical care immediately.

Worksheet D5

TYPES OF KNIVES USED IN THE KITCHEN AND THEIR USES

1. Paring knife. Has a short blade. Used for removing vegetable and fruit skins and for cutting foods.

2. Utility knife. Has a 5 to 7 inch blade. The blade may be plain edged, serrated, or scalloped. Used for slicing tomatoes and onions, carving small roasts, and cutting a head of lettuce.

3. Butcher knife. Has a strong, broad blade 6 to 8 inches long. Used to cut meats and large fruits.

4. Bread knife. Has a serrated edge. Used to slice bread.

5. Grapefruit knife. Curved at the tip and serrated. Used for sectioning grapefruit and removing seeds from green peppers.

6. French knife. Has a blade 6 to 10 inches long or longer. Has a straight cutting edge. Used to chop and dice fruits, vegetables, and meat.

Worksheet D6

TYPES OF KNIVES

Match the knife with its name.

_____ 1. paring knife

_____ 2. butcher knife

_____ 3. utility knife

_____ 4. French knife

a.

b.

c.

d.

ANSWER KEY:

1. d
2. c
3. b
4. a

Worksheet D6a

USING KNIVES

Match the food cut with the appropriate knife that is used.

_____	1. peel a tomato	a.	paring knife
_____	2. slice an onion	b.	utility knife
_____	3. section grapefruit	c.	butcher knife
_____	4. slice a ham	d.	French knife
_____	5. dice onions	e.	bread knife
_____	6. slice a loaf of bread	f.	grapefruit knife
_____	7. cut a watermelon		
_____	8. carve a small roast		
_____	9. peel a peach		
_____	10. cut a head of lettuce		
_____	11. slice a roast		
_____	12. chop a green pepper		

ANSWER KEY:

1.	a	7.	c
2.	b	8.	b
3.	f	9.	a
4.	c	10.	b
5.	d	11.	c
6.	e	12.	d

Worksheet D7

SAFETY RULES INVOLVING COOKING

1. When cooking. all pot holders should be turned toward the counter or range top.
2. Always use a pot holder when carrying hot pans.
3. When checking on food cooking in pots, lift the lid in a way that allows the steam to escape away from your face and hands.
4. Hot foods brought to the table should be carried with pot holders.
5. Practical, close-fitting clothing should be worn at all times.

SAFETY RULES INVOLVING THE HANDLING AND USE OF KNIVES

1. Use the proper sized knife for each task.
2. The knife should always be pointed down and away from the body.
3. Knives should always be kept sharp.
4. Never hand a person a knife with the point facing him/her.
5. Never store knives within the reach of children.

GENERAL SAFETY RULES

1. If any water, food spills, or grease fall on the floor, wipe it up immediately.
2. A strong stool or stepladder should be used to reach high shelves.
3. Sharp items should never be put loosely in a dishpan or a drawer.
4. Keep cupboard or cabinet drawers closed.

Ouch, that's hot!

If the water you stepped into was too hot, what might happen?

What things could you do to prevent a burn from hot water?

Don't test a stove burner to see if it is hot by putting your hand on it. Check the controls on the stove to see if it's on and hold your hand 6-8" above the burner to feel the heat - not the burner.

What would happen if you put your hand on the burner even if it wasn't <u>red</u> hot?

What are some other safety measures you can take to keep yourself and others from being burned by a hot surface like a stove top?

Worksheet F4

SAFETY RULES--USING TOOLS AND EQUIPMENT

1. Never use tools or equipment without training or authorization.
2. A cutting tool must have a sharp edge to do a good job.
3. Make sure tools and machines are in good condition.
4. Use the correct tool or machine for every job.
5. When carrying tools, always keep the pointed ends down.
6. Never try to test the sharpness of tools on your hand or fingers.
7. Keep your hands away from the front of sharp-edged cutting tools.
8. Turn off machines before putting tools or fingers in.
9. Always follow the safety rules with each tool and machine.
10. Never use electrical tools around inflammable vapors and gases.
11. Always be sure your hands are dry when using an electrical tool.
12. Always keep cords of electrical tools away from oil or hot surfaces.

SAFETY RULES--CARE OF TOOLS

1. If a tool or machine is defective, do not use it.
2. Do not carry tools in your pocket.
3. Always keep tools sharp.
4. Make sure hammer heads and screwdriver blades are fastened tightly to their handles.
5. Lay tools to be used in a neat arrangement.
6. Place the cutting edges away from you.
7. Always store tools in their proper location.

SAFETY RULES--APPROPRIATE CLOTHING

1. Never wear loose-fitting clothing.
2. While working in the shop, roll up your sleeves, tuck in or remove your tie, and wear a shop coat or apron.
3. Remove rings and other jewelry when using power tools.
4. Keep your hair cut short or tie long hair back off your shoulders.
5. Always wear special protective clothing when welding.
6. Always wear eye shields or goggles when grinding, sanding or drilling.

Worksheet F4a

SAFETY RULES--GENERAL SAFETY RULES

1. Do not carry awkward objects alone; get help.
2. If it is not solid, do not stand on it. Use a ladder.
3. Always cut outward, away from your body, when using a knife or cutting tool.
4. Avoid horseplay.
5. Never work in the shop or work area when your instructor is not in the room.

SAFETY RULES--HOUSEKEEPING

1. Keep the work area clean and in order.
2. Clean the tool or machine after using it.
3. Put away all tools and accessories.
4. Wipe up any spills.
5. Get rid of waste material.

SAFETY RULES--FIRST AID

1. Get first aid no matter how slight the injury.
2. Report every accident, no matter how small, to your instructor.
3. If you get something in your eye, get help from someone who knows how to remove the particle.

Worksheet G3

SAFETY RULES INVOLVING ELECTRICAL EQUIPMENT

1. Disconnect cords by pulling the plug, not the cord.
2. Avoid overloading electrical circuits.
3. Only one appliance should be plugged into an outlet at a time.
4. Electrical cords that become frayed or cracked should be repaired or replaced at once.
5. Do not use wet hands to plug or unplug an appliance.
6. Never use makeshift devices such as pennies in the fuse box.
7. Electrical switches, fixtures, and appliances should never be turned on while standing the the bathtub, shower, damp floor, or if the body is wet.
8. If extension cords are used, they should be of the rubber-insulated type.
9. Defective appliances should be repaired or replaced.
10. Know how to shut off the source of electrical power.

Worksheet H4

WAYS TO PREVENT FIRES

1. Combustible materials should be stored in metal containers.
2. Aerosol containers should be kept away from heat.
3. Form an escape plan in case of fire.
4. Smoke alarms should be installed.
5. Keep matches and lighters out of reach of children.
6. Never smoke in bed or around combustible materials.
7. Provide ashtrays that hold cigarettes and cigars securely.
8. Keep a fire extinguisher in a convenient place.
9. When cooking, the pan should be deep enough to keep the food from bubbling or splattering over the top of the pan.
10. Do not throw water on burning fat or grease.
11. Do not leave pot holders, paper towels, or plastic utensils on top of the stove.
12. Do not leave pans on to cook for a long period of time without checking on them.
13. Do not overload electrical circuits.
14. Repair or replace worn or frayed electrical cords.
15. Do not dry clothes in the oven.
16. Gasoline, cleaning fluid, or flammable liquids should not be stored in the kitchen.
17. Do not place papers or magazines on or near heat vents, radiators, or fireplaces.
18. Do not let trash or waste materials accumulate.
19. Check for faulty furnaces and stoves, faulty furnace pipes, and sooty chimneys.

Worksheet H5

WAYS TO PUT OUT A FIRE

1. Take away its fuel.
2. Take away its air (smother it).
3. Cool it with water or fire extinguisher chemicals.

PREVENTING A FIRE FROM BECOMING LARGER

1. Get the burning material out of the house (carry it out, or throw it out of a door or window if you can).
2. Put out the fire with water, sand, earth, or fire extinguisher chemicals.

Worksheet H7

PUTTING OUT ELECTRICAL FIRES

1. Shut off the electricity first.
2. Put out the flames with water or anything else available.
3. If you cannot shut off the electricity, do not use water to put out the fire.

PUTTING OUT OIL OR GREASE FIRES

1. Shut off the supply of whatever is burning.
2. Smother the flames with sand, earth, rugs, or other heavy materials.
3. Do not use water to put out the flames.
4. For small kitchen fires, table salt or baking soda can also be used.

PUTTING OUT GASOLINE FIRES

1. Shut off the gas supply.
2. Use water, sand, or earth to put out whatever is burning.

Worksheet H9

REPORTING A FIRE

1. Say, "I want to report a fire. This is an emergency."
2. Give the exact location: the street number and the nearest cross street.
3. Tell the operator or dispatcher if it is an inside fire or outside fire.
4. Tell them you have all gotten out or tell them if someone is trapped.
5. Answer any questions you are asked.
6. Do not hang up until the operator or dispatcher tells you to.

Worksheet H12

FIRE QUIZ

Place a T before the statements that are true, and an F before the statements that are incorrect.

_____ 1. If you are awakened at night by the smell of smoke, you should run and open the bedroom door to see where the smoke is coming from.

_____ 2. Smoke contains poisonous gases and often kills before the fire.

_____ 3. If there is a fire, you should not tell anyone, but you should go to the phone and call the fire department.

_____ 4. If your clothes catch on fire, you should run for help.

_____ 5. You should always get out of a burning building, even if the fire is small.

_____ 6. If a closed door feels warm to your touch, it means flames and smoke are on the other side and you should not open the door.

_____ 7. You should never go into a building that is burning.

ANSWER KEY:

1. T 2. T 3. F 4. F 5. T 6. T 7. T

Worksheet I1

POISONOUS HOUSEHOLD CHEMICALS

air fresheners
ammonia
antifreeze
arsenic rat poison
bleach
DDT insect poison
detergents
drain cleaners
furniture polish
gasoline
ink
kerosene
lighter fluid
lye
metal polish
oven cleaners
painting supplies
strychnine rat poison
toilet bowl cleaners

POISONOUS MEDICATIONS AND COSMETICS

antihistamines
aspirin
boric acid
cough medicine
deodorants
hair preparations
iodine
iron pills
laxatives
liniments
perfume
reducing pills
shaving preparations
sleeping pills
tranquilizers
vitamins

Worksheet I2

FOODS THAT CAN CAUSE FOOD POISONING

cream-filled dishes

dishes made with mayonnaise

creamy dressings

cheese

casseroles

moist prepared foods

uncooked pork

improperly home-canned or other canned foods

Worksheet I3

INDICATIONS OF FOOD SPOILAGE

Fruits and Vegetables - bad spots or dark spots

Egg - an offensive odor

Fish - an offensive odor and "mushy"

Bread and Cakes - may form mold, a stale taste

Cream Cheese and Cottage Cheese - yellowish color, sour odor

Meat - a strong odor, may feel slippery or slimy and have a "fuzzy" appearance

Milk - an offensive odor, lumps in the milk

Worksheet I4

SYMPTOMS OF FOOD POISONING

1. Fever
2. Headache
3. Abdominal pains
4. Nausea and vomiting
5. Diarrhea

SYMTPOMS OF CHEMICAL POISONING

1. Drowsiness
2. Unconsciousness
3. Severe stomach upset or pain
4. Pain or burning in the throat
5. Burns around the lips or mouth
6. Breath odor

INSTRUCTIONAL MODULE

VOCATIONAL AREA:
Food Service Worker

ACCESS SKILL: DISTINGUISH BETWEEN FREEZER AND REFRIGERATOR; FUNCTIONS AND APPROPRIATE FOOD STORAGE

TASK ANALYSIS STEPS: A-G

ACTIVITY	MATERIALS/RESOURCES
TASK A: Student will recognize and describe a freezer and refrigerator.	
1. Have student find pictures of freezers and refrigerators in catalogs and magazines. Follow-up: Have student determine whether they have a refrigerator and/or freezer at home.	Catalogs and magazines
2. Divide the class into two groups. Give one group pictures of freezers and the other group pictures of refrigerators. Then have each group identify the characteristics of the freezers or refrigerators. Follow-up: Students can determine characteristics of their freezer at home.	Pictures of freezers and and refrigerators
TASK B: Student will differentiate between the functions of a freezer and refrigerator.	
1. Divide the class into two groups. Have one group identify functions of a freezer and the other group identify functions of a refrigerator.	Worksheet B1
2. Have the students identify advantages and disadvantages of a freezer.	Worksheet B2
TASK C: Student will identify reasons why foods have to be frozen or refrigerated.	
1. Have student identify reasons why foods should be stored and what can happen when food is not stored properly. Some examples are: a. Storage keeps food fresh and maintains the flavor. b. If not stored properly, food will spoil. c. Eating spoiled food can result in food poisoning.	
TASK D: Student will be able to distinguish a frozen food from a refrigerated food.	
1. Have student list types of containers used for storing food in the freezer and refrigerator. Follow-up: The student determines what containers are used at home in their freezer and refrigerator.	Worksheet D1
2. Have student find pictures of containers used for storing food (or with food stored in them). Make a bulletin board display.	Magazines

ACTIVITY	MATERIALS/RESOURCES
TASK E: Student will identify foods that can be frozen or refrigerated.	
1. Student will determine whether certain foods should be placed in the freezer or refrigerator. Follow-up: Student will list five foods found in the freezer and five found in the refrigerator at home.	Worksheet E1
2. Make a bulletin board display of frozen and refrigerated foods.	Magazines
TASK F: Student will recognize a frozen vegetable, a raw vegetable, and a canned vegetable.	
1. Using pictures of various vegetables, have student determine if the vegetable is raw (fresh), frozen, or canned. Follow-up: Student will identify raw, frozen, and canned vegetables found in the home.	Pictures of vegetables
2. Have student make a bulletin board display of raw, frozen, and canned fruits and vegetables.	Pictures of fruits and vegetables
TASK G: Student will differentiate among raw, frozen, and canned vegetables.	
1. Place the names of vegetables on cards. Have the student describe the vegetable if it were raw (fresh), canned, and frozen (including containers for storage).	Index cards
2. Divide students into three groups with each group selecting raw, canned, or frozen vegetables. Have students describe the physical characteristics of their vegetables including the method of storage (containers).	
3. Visit a grocery store to determine what vegetables are sold as raw, frozen, and canned. Determine what vegetables are only sold as raw vegetables and as frozen vegetables.	Grocery store

Worksheet B1

Match the following statements to a freezer, refrigerator, or both.

F = freezer R = refrigerator B = both

1. _____ Used to store frozen food only.
2. _____ Preserves food for future use.
3. _____ Used to store fresh and frozen food.
4. _____ Preserves food for a longer period of time.
5. _____ Will preserve only certain types of food.

ANSWER KEY:

1. F
2. B
3. R
4. F
5. F

Worksheet B2

The following statements are advantages and disadvantages of a freezer. Use a + (plus) to identify the advantages and a 0 (zero) to identify the disadvantages.

1. _____ A freezer maintains food.
2. _____ Expensive to buy.
3. _____ Foods can be bought in large quantities.
4. _____ Helps eliminate shopping trips.
5. _____ More food must be prepared in order to store it in the freezer.
6. _____ Maintains the natural flavor of food.
7. _____ More time is spent in preparing food for the freezer.
8. _____ Requires certain types of food containers.

ANSWER KEY:

1. +
2. 0
3. +
4. +
5. 0
6. +
7. 0
8. 0

Worksheet D1

Listed below are types or methods of storing food. Place an F in the blank if it applies to a freezer, an R in the blank if it applies to a refrigerator, or a B in the blank if it applies to both the freezer and refrigerator.

1. _____ Glass containers with lids.
2. _____ Aluminum foil not wrapped tightly.
3. _____ Wax paper.
4. _____ Plastic containers with lids.
5. _____ Cottage cheese cartons.
6. _____ Meats in their wrapped cardboard carton.
7. _____ Heavily waxed cartons with liners.
8. _____ Freezer aluminum foil.
9. _____ Plastic bread wrappers.
10. _____ Regular cellophane.

ANSWER KEY:

1. B
2. R
3. R
4. B
5. R
6. R
7. F
8. F
9. R
10. R

Worksheet E1

You have just come from the grocery store. You are ready to store the food you bought. Listed on the left is the food you bought. In the blank to the right of each food, tell where the food can be stored - refrigerator, freezer, or both.

FOOD	WHERE I WILL STORE IT
1. Pork chops for tomorrow's dinner	_____
2. Fresh tomatoes	_____
3. Eggs	_____
4. Frozen orange juice	_____
5. Fresh fish for lunch tomorrow	_____
6. Cheese	_____
7. Fresh chicken for next week	_____
8. Ice cream	_____
9. Lettuce	_____
10. Fresh green beans	_____

ANSWER KEY:

1. Refrigerator
2. Refrigerator
3. Refrigerator
4. Freezer
5. Refrigerator
6. Refrigerator
7. Freezer
8. Freezer
9. Refrigerator
10. Both

INSTRUCTIONAL MODULE

VOCATIONAL AREA: Food Service Worker

ACCESS SKILL: IDENTIFY AND MATCH SIZES

TASK ANALYSIS STEPS: A-B

ACTIVITY	MATERIALS/RESOURCES
TASK A: Student will identify and distinguish sizes of china.	
1. Put the following terms on the blackboard: dinner plate, salad plate, bread and butter plate, saucer, and platter. Place the various china pieces on a table where they are visible. As each word is presented, identify the same china piece.	Blackboard, chalk, dinner plate, salad plate, bread and butter plate, saucer, and platter
2. Give student a list of china pieces to collect. Display the pieces on a table in the front of the room. Have student identify and place the china pieces from the list on his/her desk.	Worksheet A2 China pieces listed above
3. Find and cut out pictures of table settings in magazines or draw place settings. Have student identify the china pieces.	Worksheet A3 magazines
4. Discuss the purposes of the various pieces of china. Have student match the china piece with its use.	Worksheet A4
5. Have student practice setting a table for a family dinner. The dinner should include serving a family of four and then six.	Dinner plates, salad plates, bread and butter plates, cups, saucers, and platter
TASK B: Student will determine the net quantity of contents of various cans.	
1. Display a label from a can of a food product. Have student locate the following information on the can: a. the name of the product b. the ingredients c. the additives used, if any d. the net weight or volume e. the nutrition information f. the name and address of the manufacturer	Food can labels
2. Using the above labels, have student rank the labels from the largest weight to the smallest weight. Place these on the bulletin board.	Food can labels
3. Give student a list of common container sizes. Discuss the various sizes and foods placed in these containers.	Worksheet B3 Homemaking for Teenagers
4. Set up the various container sizes around the room. Give student several cans of food and have him/her place them in the correct category.	Cans of food
5. Have student role play going shopping. Give student a list of net weights to buy. After selecting the groceries, have student compare his/her selections with those of other students.	Worksheet B5 Cans of food
6. Give student problems in which he/she must determine which product is the most economical buy using the net weights.	Worksheet B6

Worksheet A2

CHINA PIECES

Find the following china pieces and place them on your desk.

(1) 2 dinner plates
1 salad plate
1 platter

(2) 1 bread and butter plate
3 saucers
2 salad plates

(3) 2 platters
1 dinner plate
2 saucers
1 bread and butter plate

(4) 3 dinner plates
1 saucer
2 salad plates
2 platters

(5) 4 saucers
1 platter
2 dinner plates
1 bread and butter plate
3 salad plates

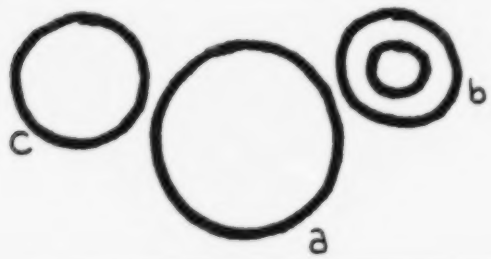
(6) 3 salad plates
2 platters
1 dinner plate
2 bread and butter plates
3 saucers

Worksheet A3

PLACE SETTINGS

Identify the various pieces of china in the place settings.

1. _____



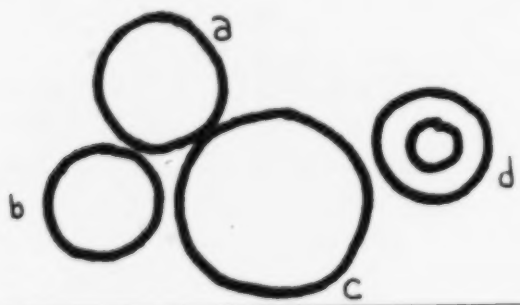
_____

a. _____

b. _____

c. _____

2. _____



_____

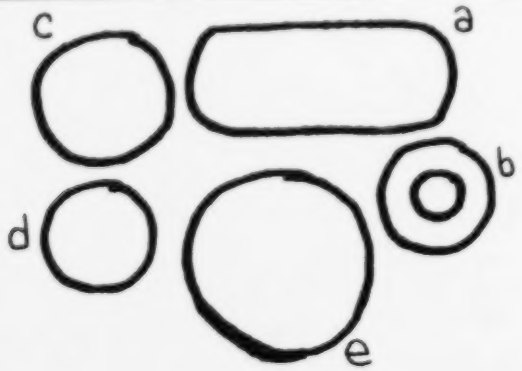
a. _____

b. _____

c. _____

d. _____

3. _____



_____

a. _____

b. _____

c. _____

d. _____

e. _____

Worksheet A4

CHINA PIECES

Match the following china pieces with their appropriate uses. Some pieces may be used more than once.

_____	1. used with a coffee cup	a.	dinner plate
_____	2. used for serving meat	b.	salad plate
_____	3. used when eating rolls	c.	saucer
_____	4. used when eating the main course	d.	bread and butter plate
_____	5. used when eating a salad with the meal	e.	platter
_____	6. used for serving the turkey or roast		

Worksheet B3

COMMON CONTAINER SIZES

Approximate Net Weight	Industry Term	Principal Products
8 oz.	8 oz.	Fruits, vegetables, specialties*. 2 servings.
10 1/2 oz. to 12 oz.	picnic	Condensed soups, some fruits, vegetables, meat and fish products, and specialties*. 3 servings.
12 oz.	12 oz. vacuum	Used largely for vacuum packed corn. 3 to 4 servings.
14 oz. to 16 oz.	No. 300	Pork and beans, meat products, blueberries, cranberry sauce, specialties*. 3 to 4 servings.
16 oz. to 17 oz.	No. 303	Fruits, vegetables, meat products, ready-to-serve soups, and specialties*. 4 servings.
1 lb. 4 oz. or 1 pt. 2 fl. oz.	No. 2	Juices, fruits, vegetables, and specialties*. 5 servings.
1 lb. 13 oz.	No. 2 1/2	Fruits, some vegetables (pumpkin, sauerkraut, spinach and other greens, tomatoes). 7 servings.
3 lb. 3 oz. or 1 qt. 14 fl. oz.	No. 3 or 46 fl. oz.	"Economy, family-size" fruit and vegetable juices, pork and beans, condensed soup for institutional use, some vegetables. 10 to 12 servings.
6 1/2 lb. to 7 lb. to 5 oz.	No. 10	Institutional size for fruits, vegetables, and some other foods. 25 servings.

*Specialties - usually a food combination such as macaroni, spaghetti, Spanish-style rice, Mexican foods, Chinese foods, etc.

Worksheet B5

GROCERY SHOPPING

(1) Shopping List

2 8 oz. cans

1 16 oz. to 17 oz. can

2 1 lb 13 oz. cans

(2) Shopping List

1 12 oz. can

2 14 oz. to 16 oz. cans

1 46 fl. oz. can

(3) Shopping List

3 10 1/2 oz. to 12 oz. cans

2 1 lb. 4 oz. cans

1 6 1/2 lb. to 7 lb. 5 oz. can

2 8 oz. cans

(4) Shopping List

2 1 lb. 13 oz. can

3 12 oz. cans

1 14 oz. to 16 oz. can

1 3 lb. 3 oz. can

(5) Shopping List

2 16 oz. to 17 oz. cans

3 1 lb. 4 oz. cans

2 14 oz. to 16 oz. cans

1 6 1/2 lb. to 7 lb. 5 oz. can

1 8 oz. can

(6) Shopping List

4 12 oz. cans

2 10 1/2 oz. to 12 oz. cans

3 8 oz. cans

2 1 lb. 13 oz. cans

1 3 lb. 3 oz. can

Worksheet B6

ECONOMICAL BUYING

Find the most economical buy.

1. Sugar: 2 lbs. for 69c

   10 lbs. for $2.39

2. Peanut butter: 12 oz. for 89c

   28 oz. for $1.85

   40 oz. for $2.39

3. Which size is the least expensive?

   Potatoes: a. 2 lbs. for 59c

   b. 5 lbs. for $1.19

   c. 10 lbs. for $2.49

4. You see two sizes of ketchup in the grocery store. Which is the most economical buy?

   a. 14 oz. for 49c

   b. 26 oz. for 75c

5. You need hot dogs for your cook-out. Which is the most economical buy?

   a. 8 for $1.69

   b. 10 for $1.99

   c. 12 for $2.49